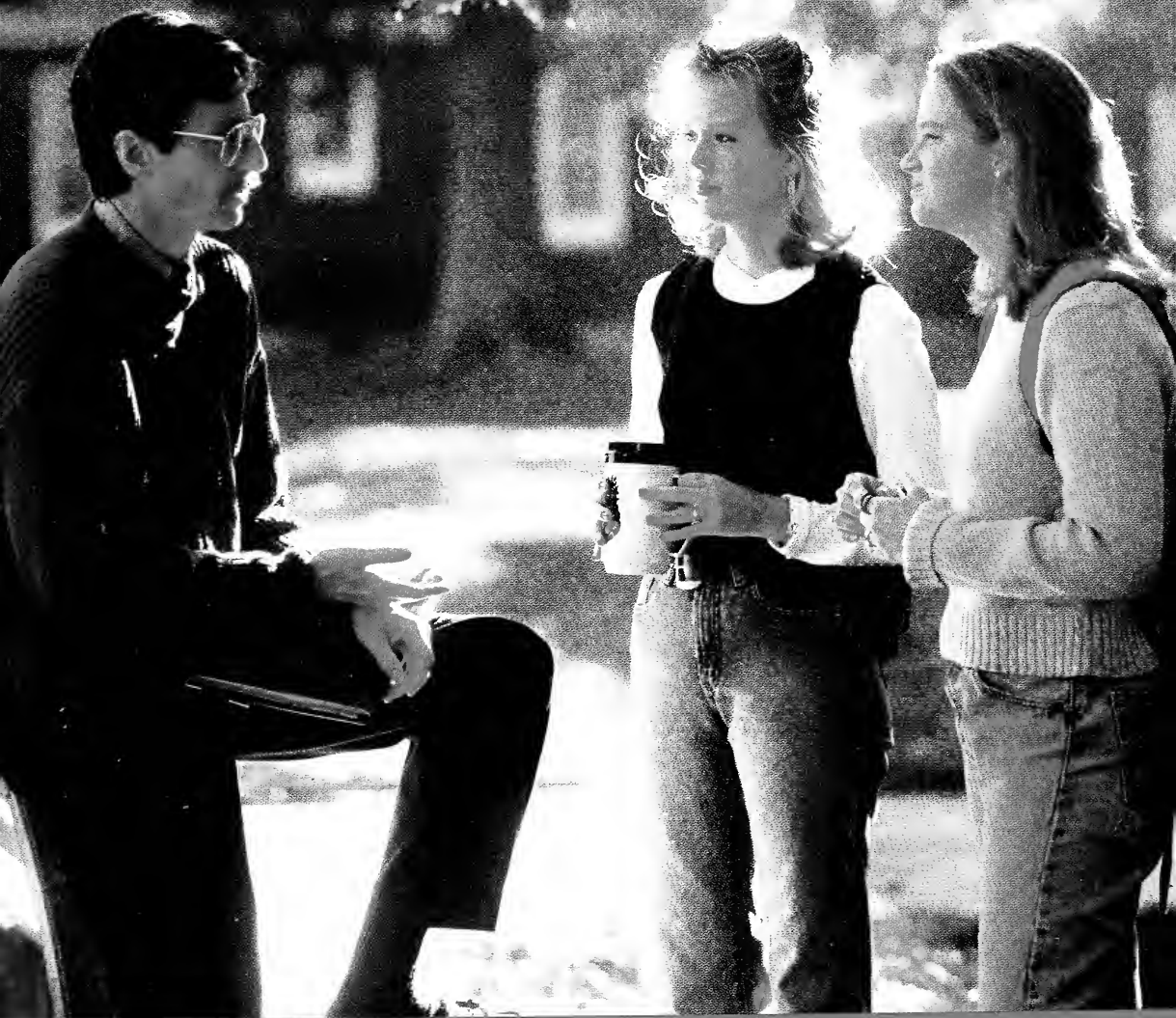


Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

<http://www.archive.org/details/meredithcollegeu2000mere>

MEREDITH

COLLEGE



UNDERGRADUATE CATALOGUE
2000-2001

MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

Volume 24

2000 – 2001

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catalogues should be sent to:

Office of Admissions

Meredith College

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

CONTENTS

President's Message	7	Financial Assistance.....	27
Meredith College: Purpose and Overview	9	<i>Principles and Procedures.....</i>	27
Purpose.....	9	<i>Types of Assistance.....</i>	29
Statement of Mission	9	Student Life	39
Accreditation.....	9	Student Orientation.....	39
Nondiscriminatory Policy	10	Cultural and Social Activities	39
Student Life	10	Student Honors	40
Faculty	11	Student Responsibility	40
Curriculum	11	<i>Honor System.....</i>	40
Honors Program	11	Student Government Association	40
Individualized Study	11	<i>Student Regulations.....</i>	41
Continuing Education	12	<i>Student Life Committee.....</i>	41
Graduate Programs	12	Student Organizations.....	41
Career Direction	12	<i>Societies.....</i>	41
<i>Pre-professional Studies.....</i>	12	Religious Life	41
<i>Teacher Education</i>	12	Recreation	42
<i>Teaching Fellows Program.....</i>	13	Intercollegiate Athletics	42
<i>Nursing Transfer Curriculum for RNs.....</i>	13	Residence	42
<i>Dietetic Internship</i>	13	<i>Commuter Student Life.....</i>	43
<i>Professional Communications.....</i>	13	Computer Services	43
<i>Criminal Justice Studies.....</i>	13	Health Care	43
Admission	15	Counseling.....	44
Admissions Options	15	<i>Academic Advising.....</i>	44
Freshman Traditional Admission	15	<i>Career Planning.....</i>	44
Transfer Traditional Admission.....	18	<i>Personal Counseling.....</i>	44
Undergraduate Degree Programs for Women		<i>Counseling Center.....</i>	44
Age 23+.....	19	<i>Freshman Discovery Series, First-Year</i>	
International Students.....	20	<i>Experience Class.....</i>	44
Re-Admission of Former Students.....	21	Student Organizations.....	44
Part-Time Students	21	Academics: Programs and Regulations	47
Non-Degree Students.....	21	Choice of Catalogue.....	47
Condition of Admission.....	22	Degree Programs.....	47
Advanced Standing Credit	22	<i>Requirements for All Degrees.....</i>	47
Orientation-Registration	23	<i>Requirements for Bachelor of Arts and Bachelor</i>	
Summer Session	23	<i>of Science Degrees.....</i>	47
Finances	25	<i>Minors.....</i>	49
Tuition and Fees	25	<i>Requirements for the Bachelor of</i>	
<i>Full-Time Students</i>	25	<i>Music Degree.....</i>	49
<i>Part-Time Students</i>	25	<i>Requirements for a Second Degree, Major or</i>	
<i>Additional Course Fees</i>	25	<i>Minor</i>	49
<i>Special Fees.....</i>	26	The Honors Program	50
Terms of Payment.....	26	<i>The Honors Curriculum.....</i>	50
<i>Payment Schedule.....</i>	26	Career Direction	51
<i>Deferred Payment Plan.....</i>	26	<i>Pre-Professional Preparation</i>	51
<i>N.C. Legislative Tuition Grants.....</i>	26	<i>Nursing Transfer Curriculum.....</i>	51
<i>Withdrawals/Leaves of Absence</i>	27	<i>Dietetic Internship</i>	51
<i>Contractual Agreement.....</i>	27	<i>Professional Communications.....</i>	51

<i>Criminal Justice Studies</i>	51	Satisfactory Progress, Retention, and	
<i>Teacher Education</i>	52	Suspension.....	65
<i>School Social Worker</i>	52	Leave of Absence.....	66
<i>Teaching Fellows Program</i>	52	Official Withdrawal.....	66
Convocation.....	52	List of Academic Programs	67
Continuing Education.....	52	Courses of Study	69
<i>Undergraduate Degree Program for Women</i>		Special Studies.....	69
Age 23+.....	52	Interdisciplinary Studies.....	69
<i>Community Programs</i>	52	Cross-Cultural Skills Minor.....	70
<i>Certificate Programs</i>	53	Capstone Studies.....	70
Individualized Options.....	53	Center for Women in the Arts.....	71
<i>Special Studies</i>	53	Women's Studies.....	72
<i>Writing Intensive Courses</i>	53	Career Studies.....	68
<i>Cooperative Education</i>	54	Art.....	72
<i>Cooperating Raleigh Colleges</i>	54	<i>Studio Art</i>	73
<i>International Studies</i>	54	<i>Graphic Design</i>	73
<i>Correspondence Credit</i>	55	<i>Art History</i>	74
<i>Visitation Credit</i>	55	<i>Art Education</i>	74
Summer Study.....	56	<i>Pre-Art Therapy</i>	74
Academic Planning and Advising.....	56	<i>Curriculum</i>	75
<i>Academic Advisers</i>	56	Biology and Health Sciences.....	78
<i>Course Load</i>	56	<i>Credit Testing and Advance Placement</i>	79
<i>The Freshman and Sophomore Years</i>	56	<i>Licensure</i>	79
<i>The Junior and Senior Years</i>	57	<i>Requirements for Major and Licensure</i>	
<i>Graduation</i>	57	<i>Programs</i>	79
<i>Graduate Examinations</i>	57	<i>Requirements for a Minor</i>	83
<i>Changes in Class Schedule</i>	57	<i>Curriculum</i>	83
<i>Repetition of Courses</i>	57	Business and Economics.....	87
<i>Class Attendance</i>	57	<i>B.S., Major in Accounting</i>	88
Credit Regulations.....	58	<i>B.S., Major in Business Administration</i>	88
<i>Advanced Placement Credit</i>	58	<i>B.S., Major in International Business</i>	89
<i>Auditing Courses</i>	62	<i>B.A., Major in Economics</i>	89
<i>Developmental/Remedial Courses</i>	62	<i>Master of Business Administration</i>	89
<i>Corequisites</i>	62	<i>Licensure</i>	90
<i>Residence Credit Requirements</i>	62	<i>Curriculum</i>	90
<i>Transfer Credit</i>	62	Chemistry and Physical Science.....	94
<i>Credits from Technical, Business, Bible, and</i>		<i>Major</i>	95
<i>Nursing Schools</i>	63	<i>Curriculum</i>	95
<i>Credit for Extra-Institutional Instruction</i>	63	Education.....	98
<i>Old Credit</i>	63	<i>Programs Offered</i>	98
<i>Credit in Music</i>	63	<i>Education Programs</i>	98
<i>Credit in Physical Education and Dance</i>	63	<i>Licenses and Endorsements</i>	99
Grading System.....	63	<i>Student Teaching Requirements</i>	99
<i>Standard Grading</i>	63	<i>Recommendations</i>	100
<i>Quality Point Ratio</i>	64	<i>Elementary Teacher Education (Grades K-6)</i>	
<i>Pass/Fail Policies</i>	64	<i>Program</i>	100
Academic Recognition.....	64	<i>Middle Grades Teacher Education</i>	
<i>Classification</i>	64	<i>(Grades 6-9) Program</i>	101
<i>Dean's List</i>	64	<i>Secondary Teacher Education (Grades 9-12)</i>	
<i>Graduation with Distinction</i>	65	<i>Programs</i>	103
Records.....	65	<i>Occupational Teacher Education Programs</i>	105
<i>Registration</i>	65	<i>School Social Worker Programs</i>	106
<i>Transcripts</i>	65		

<i>Special Subject Area Teacher Education</i> (Grades K-12) Programs	107
Curriculum.....	111
English.....	114
Major in English.....	114
Minor in Professional Communications.....	114
Prerequisites.....	114
Curriculum.....	114
Foreign Languages.....	117
Majors in French and Spanish	117
Advanced Study.....	117
Advanced Placement.....	117
Curriculum.....	118
Health, Physical Education, and Dance.....	123
Programs	123
Goals.....	123
Major in Dance.....	124
Teaching Licensure in Dance.....	125
Major in Exercise and Sports Science.....	125
Teaching Licensure in Physical Education.....	126
Curriculum.....	127
History and Politics.....	134
Goals.....	134
Special Career Directions.....	134
Internships.....	134
Advanced Placement.....	134
Major in History.....	134
Major in Public History	134
Major in American Civilization.....	134
Major in International Studies.....	134
Minor in History.....	134
Minor in Criminal Justice Studies.....	135
Curriculum.....	135
Politics Courses:	
Major in Political Studies.....	136
Minor in Political Studies.....	137
Curriculum.....	137
Legal Assistant Courses.....	138
Human Environmental Sciences	139
Major in Child Development.....	139
Major in Clothing and Fashion Merchandising	139
Major in Foods and Nutrition	140
Major in Interior Design.....	140
Major in Family and Consumer Sciences	140
Curriculum.....	141
Mathematics and Computer Science	146
Goals and Objectives	146
B.A. in Mathematics	147
B.S. in Mathematics.....	147
B.S. in Computer Information Systems	147
B.S. in Computer Science.....	147
Licensure Requirements	148
Credit Testing in Mathematics.....	148
Curriculum.....	148
Music, Speech and Theatre	154
Purpose.....	154
Goals and Objectives	154
Areas of Concentration	154
Audition and Interview.....	155
Majors.....	155
Bachelor of Arts.....	155
Bachelor of Music.....	155
Master of Music.....	158
Curriculum.....	159
Communication.....	166
Major in Communication.....	167
Curriculum.....	167
Theatre.....	169
Major in Theatre	169
Major in Musical Theatre.....	170
Curriculum.....	171
Psychology	173
Major in Psychology.....	173
Curriculum.....	173
Religion and Philosophy	175
General Education Requirements	175
Major in Religion.....	175
Curriculum.....	176
Sociology and Social Work.....	178
Goals.....	178
Prerequisites.....	179
Major in Sociology.....	179
Major in Social Work.....	179
Minor in Criminal Justice Studies.....	179
Minor in Women's Studies.....	179
Curriculum.....	179
Meredith College, A Profile, 2000–2001.....	185
College Directory.....	187
The Corporation.....	187
Board of Trustees	187
Board of Associates.....	189
Alumnae Association.....	191
Faculty	192
Adjunct Faculty.....	198
Faculty Emeriti	203
Administration	205
Campus Directory.....	212
Location.....	213
Undergraduate Academic Calendar for 2000–2001	214
Correspondence and Visits	214
Enrollment for 1998-1999	215
Campus Map	217
Index.....	219





PRESIDENT'S MESSAGE

Maureen Hartford, Ed.D.

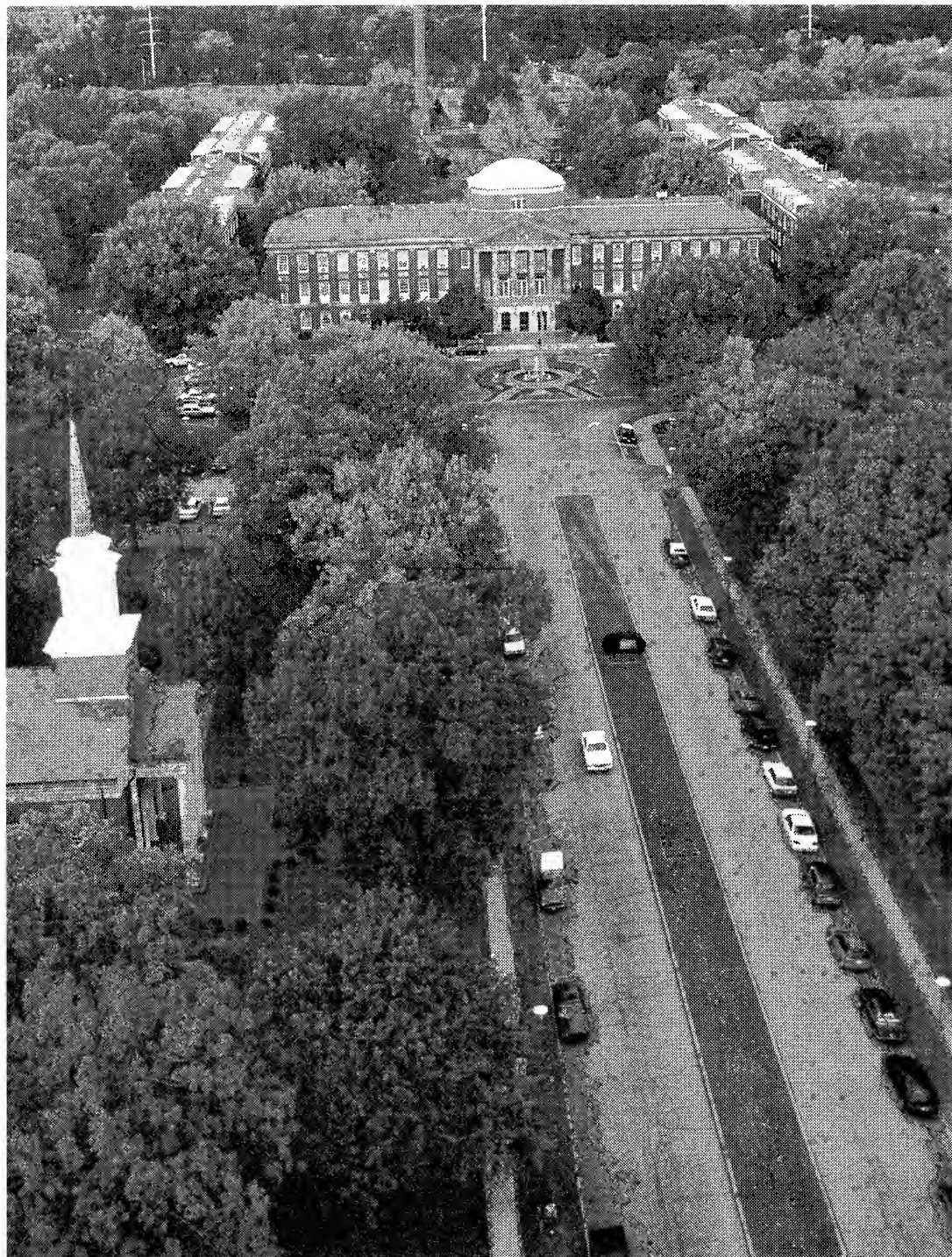
EDUCATING WOMEN TO EXCEL — that's Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you will value as a Meredith student and value even more as a Meredith alumna.

Nestled in the heart of North Carolina's research triangle, Meredith's location is ideal for attracting superb faculty and providing internship and co-op opportunities. Raleigh is North Carolina's center for government, culture, business and entertainment. Although it is an exceptional environment for learning and gaining experience, all of that is geography. The real life of Meredith College is found on its beautiful 225-acre campus — a place where a diverse group of women unites as Meredith's student body in a lofty quest to learn, to prepare for their futures, to excel. And

excel they do, Meredith graduates are testimony to that. They attribute this to their success to the high quality education they received. Here, you are assured that the academic program you select has been designed to give you the best and most current training in that field.

At Meredith, you will get to know your faculty. You will respect them for their knowledge, background, and expertise. They will know your name and your goals, and they will challenge you. Long after the ink has dried on your diploma, you will remember their names and be thankful that they did challenge you.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. If you are interested in a serious education that encourages you to excel, Meredith is the place for you.



MEREDITH COLLEGE:

PURPOSE AND OVERVIEW

THE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-1999; Maureen Hartford, 1999-present.

HISTORIC STATEMENT OF PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and

within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

This historic statement of purpose is expressed in the following contemporary statement of mission.

STATEMENT OF MISSION

IN EDUCATING WOMEN TO EXCEL, MEREDITH College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Commission on Colleges of the Southern Association of

Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097 Telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It also has an approved American Dietetic Association Plan V and AP4 programs. The Legal Assistants Program is approved by the American Bar Association.

Graduates of Meredith are eligible for membership in the American Association of University Women.

NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the executive vice president at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special needs. The vice president for academic affairs coordinates policy with regards to learning disability.

STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,600 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. Students enrolled in the 23⁺ Program who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication among students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs. Security services at Meredith College are provided 24-hours-a-day by sworn police officers, and access to the campus is controlled at night. Information about occurrences of criminal incidents on the Meredith campus is available through the Office of Admissions and the Chief of Campus Police.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 281,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships with businesses and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 90,000 college students.

FACULTY

THE FACULTY AT MEREDITH ARE CENTRAL TO THE College's function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 76 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 35 majors. Elective courses may provide for minors or further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers seven degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DESIGNED to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. (Details on are pages 50-51.)

INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may complement her classroom study with full-time or part-time employment. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington or New York.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain, Switzerland, and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China and Japan. In

addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see pages 54-55).

CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older — women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops. They may undertake course work for academic credit leading to an undergraduate or graduate degree, or they may earn certification or licensure in a job-related field (see pages 52-53).

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community of men, women, and children of all ages with programs and services responsive to a wide variety of learning needs.

GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers four master's degree programs: Master of Business Administration (MBA); Master of Education with licensure in elementary education, English as a Second Language (ESL), and reading; Master of Health Administration (MHA); Master of Music (M.M.) in performance and pedagogy; and a dietetic internship. Full information is contained in a separate catalogue, available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program.

CAREER DIRECTION

MEREDITH COLLEGE, WITH ITS LIBERAL EDUCATION foundation and commitment to career and personal development, offers students the key to full participation in the current and future workplace. At Meredith, traditional skills in analytic thinking, communication, human relations, and learning-to-learn are enhanced through technological knowledge and applied through experiential learning. This merger of the time-honored liberal arts perspective and contemporary workplace competencies prepares Meredith graduates with the tools for satisfying and successful career development.

For many of Meredith College's more than 35 majors, specific career preparation is an integral part of the curriculum. Students are also assisted in career direction through the use of self-designed majors, minors, concentrations, and other means of customizing their coursework. Whether students plan employment or continued academic study following graduation, they can establish and pursue career goals in all departments.

— *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

— *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop effective teachers whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of a teacher, a major field of study

apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

— *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan/Awards will receive \$6,500 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to match the \$6,500 provided by the state. Additional information on the Teaching Fellows Program can be found on pages 32 and 52.

— *Nursing Transfer Curriculum for RNs*

Meredith's Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs at other institutions. The curriculum is especially designed for students over the age of 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see page 51.

— *Dietetic Internship*

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

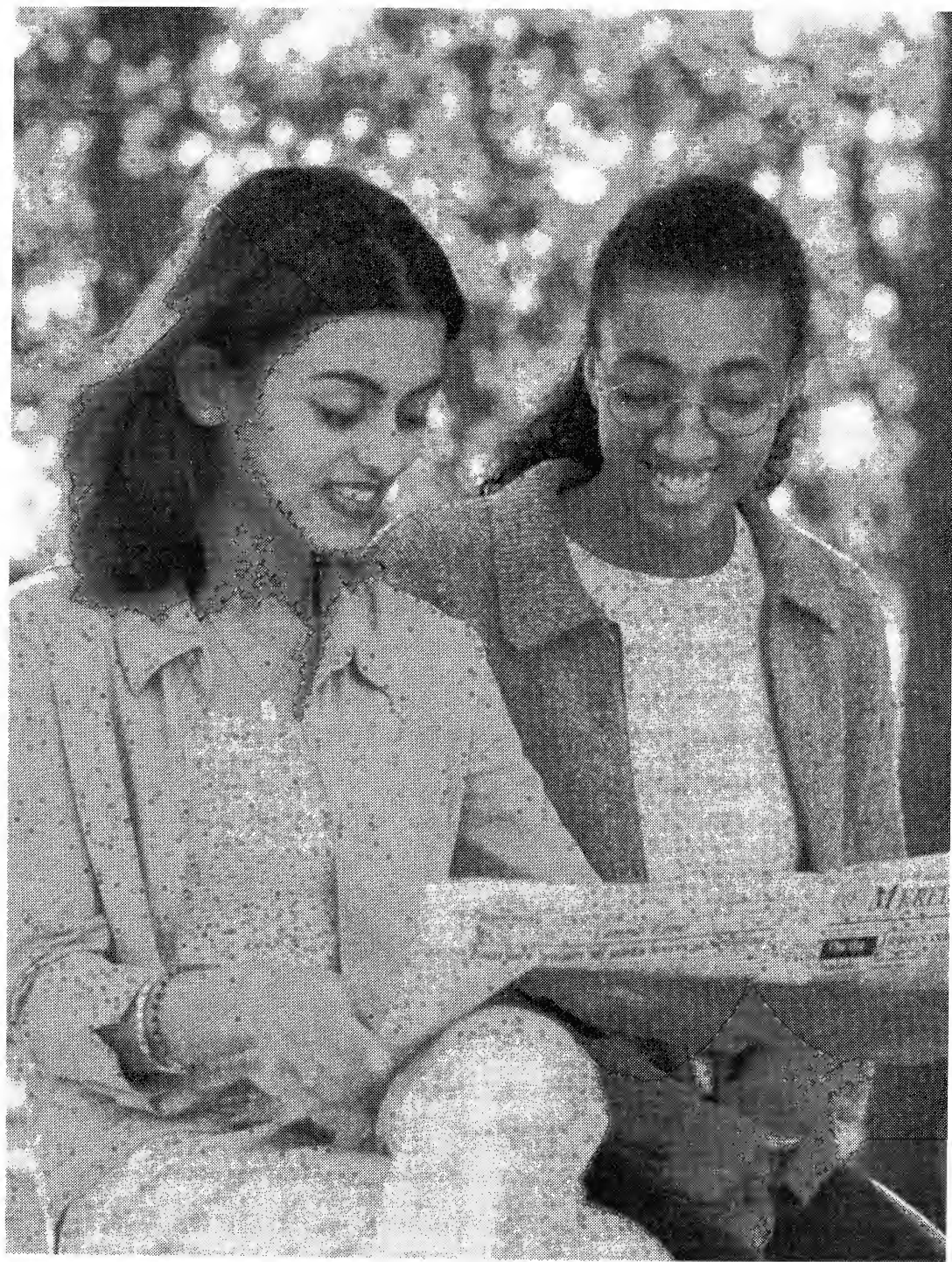
— *Professional Communications*

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science.

Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 114.*)

— *Criminal Justice Studies*

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 135 or 179.



ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status (See pages 42 - 43). The College also enrolls as commuting students adult women who enter through the 23+ Program admission option.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Admission decisions are made without regard to financial need factors. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 27-37.

ADMISSIONS OPTIONS

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and international students who require a student visa must apply through Traditional Admissions with the Office of

Admissions whether freshmen, transfers or re-admission candidates (See pages 15 - 23; *international students should pay special attention to page 20 information.*). Women who are 23 years of age or older must apply through the 23+ Program offered through the Office of Continuing Education (see page 19-20).

FRESHMAN TRADITIONAL ADMISSION

— Requirements

To be considered for admission, a student under 23 years old or an international student requiring a student visa must file an application, obtainable from the Office of Admissions or the Meredith web site, and the \$35 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$35 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades 9 through 12, with at least 15 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English	4
Foreign Language	2

Mathematics.....	3	(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)
Science	3	
History/Social Studies	3	
Electives	1	(preferably chosen from academic subjects listed above)

NOTE: *An applicant for 2001-02 who planned her high school course program with the unit requirements listed in the previous catalogue in mind will receive full consideration for admission.*

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in at least the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1130 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith

College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. *(Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)*

For having official SAT-I or TOEFL scores reported, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in an academic subject in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the college of her disability by submitting the Voluntary Disclosure Form. Students needing

special accommodations by the college will be required to submit appropriate documentation of the disability.

Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (See page 215.)

In some cases, the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 30.)

— Early Admission

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

— Early Decision Plan

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her

senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1 and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. (See page 28 for information about application procedures.) Students accepted under the Early Decision Plan are required to make a \$100 advance deposit by December 1. This non-refundable payment applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is based on clearly meeting admissions criteria. If additional information such as first-term grades or senior-year SAT-I or ACT scores is needed to make a decision, a student may be notified that action on her application has been deferred. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

— Rolling Admission Plan

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in late November, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. A student accepted under the rolling decision plan is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring

semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

— *Credentials for Home-Schooled Students*

Because the academic experiences of home-schooled students are so varied, the credentials used in the evaluation of an application are established on an individual basis. The student is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate will be required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

TRANSFER TRADITIONAL ADMISSION

Each year Meredith admits qualified applicants who transfer from other colleges or universities. Students under the age of 23 with college credits or international students needing a student visa apply through the Traditional Admissions program of the Office of Admissions. Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools. There are particular procedures and requirements for applicants from these institutions. (*See page 19.*) Students are admitted at all class levels, but at least 31 semester hours must be completed at Meredith College as a requirement for graduation. (*See page 62, Residence Credit Requirements.*)

A student who is 23 or older must apply through the 23+ Program in the Office of Continuing Education.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students through either the Traditional Admission or 23+ Program depending on age. (*See page 49 for information regarding credit requirements for a second degree program.*)

— *Requirements*

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to have at least an overall C average on transferable courses completed at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. (*See page 22 for information about transfer credit evaluation and the calculation of the transfer grade point average.*)

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith. (*See pages 47 - 48*)

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (*Information about the health record is found on page 16.*)

— *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission or the Meredith web site, and the non-refundable \$35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

— Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described below. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted at Meredith College. (*See page 63 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.*) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having fewer than 30 hours of acceptable credit must also meet freshman admissions requirements. In some

instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

23+ PROGRAM ADMISSION

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a degree candidate without fulfilling regular Meredith admission requirements. A student must be 23 years of age as of the first class day of the term she wishes to enroll in order to apply through the 23+ Program.

A student may apply to the 23+ Program as a first-time college student, a transfer student continuing or resuming her education, or a student seeking re-admission to Meredith. A student files her application through the 23+ Program in the Office of Continuing Education, is accepted to complete a pre-arranged program of 3 to 15 semester hours, depending upon her credit evaluation, and to complete math readiness courses if necessary. She then has her admission to the College confirmed based on satisfactory performance in the pre-arranged program and in the math readiness program if required. Satisfactory performance is defined as having an overall 2.000 quality point ratio on courses attempted at Meredith while in 23+ Program status. If a student is unsuccessful in the pre-arranged program and/or math readiness courses, her admission will not be confirmed and she will be required to terminate her enrollment.

To apply for admission, the student files a 23+ Program application and the \$35 application fee in the Office of Continuing Education and has all official transcripts, including high school and/or GED and all post-secondary transcripts, sent to that office. A student must have an official transcript sent from every post-secondary institution attended, including summer sessions. She must also provide a recommendation from a current or former employer, teacher or minister. A student whose primary language of instruction has not been English may be required to submit scores on the Test of English as a Foreign Language (TOEFL) for advisory purposes.

An evaluation of all academic records is prepared that will include a preliminary credit statement which reflects any hours transferable from other post-secondary institutions, general education requirements met, and the transfer grade point average. The student then meets with an adviser in the Undergraduate Degree Program for Women Age 23+, who will inform her of the requirements she must complete as a 23+ Program student.

Every applicant accepted through the 23+ Program will complete at least one semester in 23+ Program status, and a course program of as many as 15 specified semester hours credit may be planned for her. Prior to confirmation of admission, each student must have satisfied the general education requirement in English Composition (either by transfer of credit or by taking English 111 and/or 112. A candidate who does not present an adequate background in mathematics will also be required, as part of her provisional program, to take non-credit courses in high school algebra through the intermediate (Algebra II) level. Prior to registration a student accepted into the 23+ Program must file required health information.

The student's performance on the pre-arranged program, which is a maximum of 15 semester hours, becomes the primary criterion for subsequent confirmation of her admission as a degree candidate. To complete the admission process, a 23+ Program student must attain at least a 2.0 average in the courses attempted at Meredith and be successful in the math readiness courses, if required as part of her program. When the pre-arranged program is satisfactorily completed, the student is notified that her admission has been confirmed and her records are changed to reflect her status. Once the student is confirmed as a degree candidate, she is assigned to an academic adviser in the department associated with her area of interest.

All credits earned as a 23+ Program student are applicable to the degree requirements at Meredith. Also, the student will receive credits for any work that is transferable from other post-secondary institutions and credits for any acceptable advanced placement testing or extra-institutional instruction. (*See page 22 for transcript evaluation procedures and other advanced standing policies.*)

INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Office of Admissions regardless of her age. If an F-1 visa is not needed, the student should apply through the Office of Admissions if she is under age 23 and through the 23+ Program Office if she is age 23 or older.

In filing an application for admission in either office, an international student must submit an official transcript, marksheet, or academic record from each secondary school, college, or university attended; an official copy of each diploma, degree, or educational certificate received; and an official score report of any national examination. If

the original transcripts are not provided in English, an official translation into English will be required. In addition, an international student is normally expected to present a course-by-course evaluation of her academic documents compiled by an independent academic credential evaluation provider. Meredith recommends World Education Services, Inc. (WES) or Joseph Silny & Associates, Inc. (JS & A) for this service. Upon receipt of a student's official educational credentials, a Meredith admissions officer or a 23+ adviser will contact the applicant to let her know whether it will be necessary for her to submit an evaluation from one of these providers. Applications for these evaluations can be obtained from the Meredith Office of Admissions, from the 23+ Program Office, from the WES website (www.wes.org), or from the JS & A website (www.jsilny.com). Both evaluation services require a fee for processing applications.

The international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying through the Office of Admissions, a native English speaker should substitute the Scholastic Assessment Test (SAT-1) or American College Test (ACT) for the TOEFL. If applying through the 23+ Program Office, a native English speaker will not be required to take TOEFL. The tests (TOEFL, SAT-1, and/or ACT) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and applica-

tion materials are available from the Office of Admissions and from the 23+ Program Office.

RE-ADMISSION OF FORMER STUDENTS

A degree student who was previously enrolled at Meredith but did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the college by filing a re-admission application and a \$25 non-refundable application fee. If the student has been enrolled at other colleges or universities since her withdrawal, she should request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the appropriate admissions office and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the College will have her application considered by the Board of Review. Along with the above application information she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended and any other information demonstrating that she should be readmitted. The Board of Review will base its decision on these materials. Application must be made at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is readmitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student on double probation normally will not be readmitted to the College a second time after withdrawal or suspension.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate department head.

A former Meredith student who is 23 years of age or older must apply for readmission through the 23+ Program in the Office of Continuing Education and would follow the same procedures outlined above.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

NON-DEGREE STUDENTS

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

— *Visiting Students*

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

— *International Visitors*

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

— *Teacher Licensure Renewal Students*

A certified public school teacher who enters for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

— *Teacher Licensure Program Candidates*

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. (See pages 98-114 for admission requirements and procedures and other program information.)

— *Senior Scholars Program*

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

— *Meredith Faculty, Staff, and Administration*

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

— *Post-Baccalaureate Students*

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major (but not a full second-degree program) should contact the Director of the 23+ Program in the Office of Continuing Education for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop/add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major will be allowed to pre-register for classes.

A student who wishes to complete a second baccalaureate degree should see page 18 for information about applying for admission and see page 49 about academic

requirements that must be fulfilled at Meredith College.

— *Other Non-Degree Students*

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student subject to the following conditions:

a. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

b. She may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Vice President for Academic Affairs.

Such a student registers in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she may eventually wish to seek degree candidacy at Meredith should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the 23+ Program in the Office of Continuing Education.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ADVANCED STANDING CREDIT

— *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation reflecting hours transferred, general education requirements met, and transfer grade point average. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

See pages 58 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

— *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (*See page 39 for a description of the program and pages 210-211 for the date new students are expected to arrive.*) All freshmen and transfer students are expected to take part in the orientation program. The Office of the Dean of Students sends information about this program and the opening of residence halls to all new students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing Education also sponsors a special orientation each semester for students entering through the 23+ Program.

SUMMER SESSION

During the summer, the College operates three three-week terms. (*See page 211 for dates.*) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Women from other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



FINANCES

Meredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS, regardless of the number of credit hours carried, and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

—Full-Time Students (12-18 credit hours and all resident students)

	<i>Semester</i>	<i>Year</i>
Resident students tuition	\$4,920	\$9,840
Room, board,	\$2,130	\$4,260
TOTAL	\$7,050	\$14,100

	<i>Semester</i>	<i>Year</i>
Commuting students tuition.....	\$4,920	\$9,840

—Part-Time Students (1-11 credit hours)

Tuition (for credit or audit).....\$295 per credit hour

—Additional Course Fees

Credit in excess of 18 hours.....\$295 per credit hour

Applied Music - Per semester

Full-time students

1 half-hour lesson weekly	\$125
2 half-hour lessons weekly	\$250
Class lessons in piano, voice, or guitar	\$105
Recital fee	\$125
Accompanist fee.....	\$300-\$325

Part-time students (for credit)

Tuition of \$295 per credit hour plus the following fees:

1 half-hour lesson weekly	\$125
2 half-hour lessons weekly	\$250
Class lessons in piano, voice, or guitar	\$105
Recital fee	\$125
Accompanist fee.....	\$300-\$325

Art

Studio fees vary up to \$225 per course to cover expendable materials.

Birth through Kindergarten

BK 460	\$150
BK 470	\$150

Child Development

CD 336	\$55
CD 434	\$55
CD 450	\$75

Education

EDU 439, Student Teaching	\$300
---------------------------------	-------

Health and Physical Education

Equitation, golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-A, Field Experience	\$300
SWK 402-B, Field Experience	\$300

Auditing Courses

Full-time students	no charge
Part-time students	\$295 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges.

—Special Fees

Application fee for new students	\$35
Application fee for students seeking re-admission.....	\$25
Graduation and lifetime transcript fee	*\$75

Breakage fee — Students will be billed for unjustifiable damage to college property.

Health services — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for \$90.00 per semester.

*Maximum 10 transcripts per order, \$5.00 charge per transcript over 10.

TERMS OF PAYMENT**—Payment Schedule**

Advance payment for all entering students	\$100
---	-------

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$35 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students....	\$150
---	-------

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

—Deferred Payment Plans

Meredith offers two alternate payment plans:

OPTION 1: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 2: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$50 annual fee for this service which is administered by Academic Management Services, P.O. Box 100, Swansea, Massachusetts 02777 (1-800-635-0120).

—North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1999-2000 was \$1,750.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual

application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

—*Withdrawals/Leaves of Absence*

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester.....	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 66 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

—*Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. A foreign applicant should consult page 20 for assistance available to students from other countries.

—*Principles and Procedures*

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file Meredith's "Application for Financial Assistance" and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated

\$1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 2000-2001 is \$16,500. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$6,000 for food and miscellaneous personal expenses including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 2000-2001 is \$16,500. The average expenditure for books is calculated at approximately \$750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

1. Return the College's "Application for Financial Assistance" to the Office of Financial Assistance. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Financial Assistance.

2. Complete and mail the Free Application for Federal Student Aid (FAFSA) - an envelope is provided for you in the FAFSA booklet. Indicate Meredith College as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from any high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will need to file a Meredith College "Application for Financial Assistance" and CSS PROFILE form, both of which may be obtained from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships,

her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by *February 15*.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

The College's "Application for Financial Assistance" and the FAFSA must be filed each year the student wishes to receive financial assistance; the forms should be completed and mailed between January 1 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of *tentative* assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a *Federal Stafford Loan*, and/or a parent chooses to apply for a *Federal PLUS Loan*, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in

an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a *Federal Work Study* job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA and the Meredith "Application for Financial Assistance" are completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

—Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in *Focus on Excellence*. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Meredith College Academic Scholarships

These awards recognize students having superior academic ability, achievement, and promise. At least eight scholarship awards are available each year for entering freshmen having superior credentials. For 2000-2001, two Academic Scholarships are valued in the amount of \$7,500 annually and ten are set at \$4,000 per year. The scholarships are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The Meredith College Academic Scholarships are made possible through the following endowment funds:

Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Jessie Ball Dupont Scholarship
Durham Corporation Education Endowment Fund
General Hugh B. Hester Honors Scholarship
Paula Green Hester Honors Scholarship
Cleo and Elwood Perry Honors Scholarship
Vida Thompson Williams Scholarship

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year at least 15 scholarships are awarded to outstanding freshman applicants having supe-

rior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$2,000 to \$3,000 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

Finalists in this competition may be required to interview with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

Art Scholarships

Eleanor Layfield Davis Scholarship

Ruby C. and Ernest P. McSwain Scholarship

Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from \$300 to \$2,000 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

A.J. Fletcher Scholarship

Robert H. Lewis Scholarship

Music Talent Scholarships

Mary Perry Beddingfield Scholarship

Each year one A.J. Fletcher Scholarship, at least one Robert H. Lewis Scholarship, three Music Talent Scholarships, and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarship is for \$7,500 per year. The Robert H. Lewis Scholarship is for \$3,000 per year. The Mary Perry Beddingfield Scholarship is for \$600 per year. A Music Talent Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Communication, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College awards each year to entering freshmen two Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is \$1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in

good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1838 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Meredith College Scholarship for Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include

standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 Q.P.R.) on work attempted in a full-time program of study.

Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 Q.P.R.) on work attempted at Meredith in a full-time program of study.

Meredith College Outstanding Scholar Awards

In recognition of superior academic abilities and intellectual promise, Meredith College has established the Outstanding Scholar Awards. The scholarship is valued at \$1,500 per year without regard to financial need. It is renewable provided the recipient remains in good standing, is a full-time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Outstanding Scholar Awards are for freshmen and first-year transfer candidates whose academic credentials merit an invitation into the Honors Program of the College. For a freshman recipient, the award is renewable for a total of four years. For a transfer student, the renewability will be for a total of two or three years, depending upon the student's classification at the time of entry.

Recipients of an Outstanding Scholar Award who have been invited into the Honors Program are strongly encouraged to participate in this stimulating academic opportunity.

Emerging Leaders Scholarships

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. Entering freshmen are initially selected for a one-year award of \$1,500, which is applied to their tuition payments. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith College.

Students who win Emerging Leaders Scholarships may apply to have their award renewed. Renewal is not automatic and only a select number of awards will be extended. Details of this competitive renewal process are provided to freshman recipients early in the fall term. Renewal is based on academic performance and on the level of participation and leadership activity during the freshman year. A student must be in good standing, be a full-time student, and have a minimum quality point ratio of 2.5 on courses taken at Meredith. Once renewed, an Emerging Leaders Scholarship will be provided each year (up to a total of four years) as long as the student maintains these minimum requirements.

Meredith College Transfer Honor Scholarships

Each year five Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is \$1,500 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a

career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG, to match the stipend of \$6500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File a Meredith College "Application for Financial Assistance" and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$450 per year, depending upon the Acteens achievement level the student has obtained.

<i>Studiact Level of Achievement</i>	<i>Per Year Value</i>	<i>Four-Year Total Value</i>
Queen or Service Aide	\$200	\$800
Queen with a Scepter	\$250	\$1,000
Queen Regent	\$300	\$1,200
Queen Regent in Service	\$350	\$1,400
Service Aide	\$400	\$1,600
State Acteen Citation	\$450	\$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 1107, Cary, NC 27612-1107.

General Scholarships

Meredith College Scholarships

Meredith provides scholarships for entering and continuing students based on financial need. Applicants must complete the Meredith College application for financial assistance and the FAFSA to be considered. The amount of the scholarship is determined by the level of financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Endowed Scholarships

Friends of Meredith have provided funds to establish a number of endowed scholarships. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. Scholarships are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship.

The following scholarships are available:

George I. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Shugard Ballou

Scholarship

Baptist Women Scholarship

Barham First Family Scholarship

J.T.J. Battle Scholarship

Mary Perry Beddingfield Music Scholarship

Louise McComb Bennett Scholarship

Amorette Bryant Bolton Scholarship

Fred C. & Irene Bonhardt Scholarship

Annie & John Bostic Scholarship

Branch Banking & Trust Teaching Scholarship

Dorothy Ray Branham Scholarship

Charles E. Brewer Scholarship

Love Bell Brewer Scholarship

Margaret Highsmith Brown Music Scholarship

The Bryan Foundation Scholarship

Bryan Scholarship Trust

Maude Bunn Scholarship

Ruth Deaton Burnett Scholarship

Craven Allen & Jane Russell Burris Scholarship

Ernest F. Canaday Mathematics Scholarship

Carolina Power and Light Company Scholarship

Mrs. Earl N. Carr Scholarship

Charlotte Wester Cate Scholarship

Centura Banks, Inc. Teaching Scholarship

Jackie R. Chamblee International Student Scholarship

Helen J. Clancy Memorial Scholarship

Sala M. Clark Scholarship

Class of 1910/ Z.M. Caveness Scholarship

Class of 1932 Scholarship

Class of 1934 Scholarship

Class of 1936 /Fisk-Rose Scholarship

Class of 1938 Scholarship

Class of 1939 Scholarship

Class of 1944 Scholarship

Class of 1945 Scholarship

Class of 1951 Scholarship

Class of 1952 Scholarship

Class of 1957 Scholarship

Class of 1964 Scholarship

Class of 1967 Scholarship for International Studies

Class of 1968/Phyllis Edwards Scholarship

Class of 1972 Scholarship

Class of 1990 Scholarship

Edwin S. and Goldie Coates Scholarship

Inabelle Coleman Scholarship

James L. "Hap" Collier Scholarship

Mary Reid Bryan Cone Scholarship

Norma Baker Cook Art Scholarship

Frances Tatum & C. R. Council Scholarship

Beulah Rimmer Craig Scholarship

Craig-Davis Honors Scholarship

Hesta Kitchin Crawford Honors Scholarship

Barham & Bertha Langdon Creech Scholarship

Iris Culler Creech Scholarship

Nell Baker Creech & Hallie W. Baker Scholarship

Roger H. Crook Scholarship

Anne C. Dable Scholarship

Katherine Gene Davenport Dapore Scholarship

Eleanor Layfield Davis Art Scholarship

Essie Dale Hunter Dickson Scholarship
Beatrice E. Donley Scholarship
Melody Jane Frazier Doster Scholarship
Dr. Elizabeth James Dotterer First Family Scholarship
Jesse Ball duPont Endowment Fund
Durham Corporation Education Endowment Fund
Lucille Lawrence Ellis Scholarship
Myrtle Hart Farmer Scholarship
Farrior Sisters Scholarship
Lucy Teague Fassett Memorial Scholarship
Elizabeth Kendrick Faucette Scholarship
Dr. James Grady Faulk First Family Scholarship
First Baptist Church (New Bern) Scholarship
First Citizens Bank Scholarships
First Title Insurance Company Scholarship
First Union Bank Teaching Scholarship
A. J. Fletcher Music Scholarships
Nancy C. Forbes Scholarship
Foreign Language Scholarship
Forsyth County Scholarship
Jane Renn Frazier Scholarship
Claude F. Gaddy Scholarship
Nannie S. Gaddy Scholarship
Patricia Howard Gay Scholarship
Katherine Papadakis Georgallis Memorial Scholarship
Glaxo Wellcome Women in Science Scholarship
Barbara Lyons Goodmon Scholarship
Goodwin Girls First Family Scholarship
Goodwin-Loftin First Family Scholarship
Wense & Marion Morris Grabarek Scholarship
Lillie Grandy Scholarship
Mae Grimmer Scholarship
Drs. Carolyn and Frank Grubbs Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus Ferdinand and Bessie Stanton
Hall Memorial Scholarship
Fuller B. Hamrick Scholarship
Pauline Olive Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
Ella Perry Harris English Scholarship
Julia Hamlet Harris Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Scholarship
Helen Oldham Hayes Scholarship
William Randolph Hearst Endowed Scholarship for
Minority Scholars
E. Bruce Heilman Scholarship
Mattie Jenkins Henderson Scholarship
Ruth Hilliard Hensley Music Scholarship
General Hugh B. Hester Honors Scholarship
Paula Greene Hester Scholarship
History and Politics Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M. A. Horner Scholarship
Mabel Andrews House Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family
Scholarship
Elbert C. and Gladys P. Jackson Family Scholarship
The James Scholarship
Catherine McCracken and J. Hayden James III
Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Katharine Kerr Kendall Scholarship
Ione K. & Thomas B. Knight First Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Carolyn Sperry Leith Scholarship
Sarah McCulloh Lemmon Graduate Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Music Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Hoggard Maddrey Scholarship
Mangum Scholarship
Gail Newton Martin Scholarship
Leroy Martin Scholarship
Marie M. Mason Scholarship
Mr. and Mrs. W. H. Matthews Scholarship
Anna Elizabeth Liles Maynard Memorial Scholarship
Gwen & George McCotter First Family Scholarship
Wilma L. McCurdy Memorial Scholarship
Mona Blevins McGilvray Scholarship
Mary Mac Stroud McLean Scholarship
Margaret Mason McManus Scholarship
Deborah S. McNeill Scholarship
Ruby C. & Ernest P. McSwain Scholarship
Thomas Meredith Baptist Heritage Scholarship
Charles E. Merrill Scholarship
Emma Bronson Miller Scholarship

Everette Miller Teaching Scholarship
 Charles S. Mitchell Scholarship
 Mull-Jackson-Mellette First Family Scholarship
 Rebecca J. Murray Teaching Scholarship
 NationsBank Corporation Teaching Scholarship
 Nationwide Insurance Foundation Scholarship
 The Neese Family Scholarship
 Margaret Grayson Nelson Scholarship
 Jennie Reid Newby First Family Scholarship
 Nancy Newlin Memorial Scholarship
 Marguerite Warren Noel First Family Scholarship
 Mary Crawford Norwood Scholarship
 Edla Adams Ogburn Scholarship
 Lois Griswold Outland Art Scholarship
 Gladys Blaylock Page First Family Scholarship
 Margaret Faucette Parker Music Scholarship
 Margaret Weatherspoon Parker Scholarship
 Parker-Freeman Scholarship
 Elizabeth Fleischman Patrick Scholarship
 Cleo & Elwood Perry Honors Scholarship
 Perry-Harris English Scholarship
 Carolyn Peacock Poole Scholarship
 Virginia Branch Pope Scholarship
 Ida Poteat Scholarship
 Presser Foundation Music Scholarship
 Judge Edwin Preston & Dr. Dorothy Preston
 Scholarship
 Helen Price/Kappa Nu Sigma Scholarship
 Dr. Carlton Sylvester Prickett Scholarship
 Thomas B. Pruitt Scholarship
 Public Service Company of North Carolina, Inc.
 Teaching Fellow Scholarship
 Marianne Nifong Raker Scholarship
 Evelyn Hampton Rappaport Scholarship
 Richard & Beatrice Redwine Scholarship
 Oliver Davis Revell Scholarship
 Z. Smith Reynolds Foundation Scholarship
 Virginia Lancaster Robertson First Family Scholarship
 Virginia Lancaster Robertson Scholarship
 Norma V. Rose Memorial Scholarship
 Royster-Parker Scholarship
 Ellen Amanda Rumley Memorial Scholarship
 Alice Goodman Satisky and Daniel Satisky Scholarship
 Margaret D. Schorger Scholarship
 Janie Green Shearin First Family Scholarship
 Supplementary Sandra Graham Shelton Scholarship

Louise Shingleton Shivers Scholarship for Creative
 Writing
 Dorothy Hunt Sides First Family Scholarship
 Ruth Freeman Singleton Scholarship
 Spelman-Crawford Music Scholarship
 Stell Sisters Scholarship
 Theola R. Stewart First Family Scholarship
 Viola Jones Strickland Scholarship
 String Scholastic Fund (Oliver Larkin Stringfield
 Scholarship)
 Marilyn M. Stuber Scholarship
 Student Foundation Scholarship
 Jane Watkins Sullivan Scholarship
 Taylor Family Study Abroad Scholarship
 Emma Barber Towler Memorial Scholarship
 Martha Nell Tucker Scholarship
 Myrtle King Turner Scholarship
 John Graves Vann & Mary Norwood Vann
 Scholarship
 Lucretia Dean Vick Travel Award
 Elizabeth Tucker Wagoner Scholarship
 Irving H. Wainwright First Family Scholarship
 Irving H. Wainwright Scholarship
 Robbie Hedrick Walker First Family Scholarship
 Martha Medlin Wardlaw Scholarship
 Marion Fiske Welch Scholarship
 Wescott-Daniels Memorial Scholarship
 Clara Jewell Spell Westbrook Scholarship
 Suzanne Ripley Weston Scholarship
 Cecile Ward White Scholarship
 Lettie Pate Whitehead Scholarship
 Martha McKeel Whitehurst Scholarship
 Bobbitt Clay Williams Scholarship
 Duvall M. Williams Scholarship
 Lena Mae Williams and Lena Stone Williams Music
 Scholarship
 Vida Thompson Williams Scholarship
 Ruth C. Wilson Scholarship
 Annie C. Womble Scholarship
 Clara Young Woodall Scholarship
 Erika Suzanne Woodlief Memorial Scholarship
 Wyford Scholarship
 Lucile Ward Yarbrough Memorial Scholarship

Meredith Student Employment

A limited number of on-campus jobs are available as a financial assistance resource for students not receiving financial assistance. Students would need to see the Work-Study Coordinator for information at the beginning of each semester. Students are paid directly on the 10th of each month for work performed during the preceding month.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students and must be making satisfactory academic progress toward graduation. Application for federal programs can be made by filing the Free Application for Federal Student Aid (FAFSA). FAFSAs are available through high school guidance counselors or the Office of Financial Assistance at Meredith. Annual application is required.

Federal Pell Grant

These federally sponsored entitlement grants are available to eligible students working towards a *first* baccalaureate degree at an approved postsecondary institution. In some cases, a Pell Grant may be received for attending a post baccalaureate teacher certification program. Grant amounts are determined by using a federally approved formula. They vary and are awarded on the basis of need, enrollment status, length of enrollment, and cost of education.

Federal Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist undergraduate students with analyzed financial need. Priority must be given to students receiving Pell Grants.

Federal Perkins Loan

This low interest (5%) loan program, funded by the federal government and administered by Meredith, is available to both undergraduate and graduate students with financial need. Repayment begins nine months after graduation, leaving school, or dropping below half-time study. A student has ten years to repay the principal and interest.

Federal Work-Study Program

This program provides on-campus jobs to full-time or part-time students. Award amounts vary and are awarded solely on the basis of need. Eligible students usually work up to 12 hours per week and are paid minimum wage.

Federal Subsidized Stafford Loan Program

This loan is available to students with proven financial need, who are enrolled at least half time. The annual limit for freshmen is \$2,625, for sophomores it is \$3,500 and for juniors and seniors it is \$5,500. The variable interest rate is capped at 8.25%, adjusted each July 1. During in-school, grace and deferment periods, the government pays interest. The ten year repayment begins six months after the student leaves school or drops below half time.

Unsubsidized Federal Stafford Loan

This loan is available to dependent undergraduate students enrolled at least half time who do not qualify for maximum subsidized Stafford loan awards, and to independent/graduate students eligible for additional funds. The annual loan limits for *dependent students* are the same as subsidized Stafford loan limits minus any amount received under that program. The annual loan limits for *all other students* are the same as subsidized Stafford loan minus any amount received under that program, plus freshmen and sophomores can receive an *additional* \$4,000; juniors and seniors can receive an *additional* \$5,000; graduate/professional students can receive an *additional* \$10,000. The interest rate is variable with an 8.25% cap, adjusted each July 1. **The borrower is responsible for interest from the date of disbursement.**

Federal PLUS Loans

These are loans available to parents of dependent students enrolled at least half time in a degree program. To be eligible for a PLUS loan, a FAFSA does not have to be completed; however, parent borrowers must be credit worthy and must show the ability to meet the monthly payments. A parent may borrow up to the difference in the estimated cost of attendance and other student financial assistance. The variable interest rate is currently capped at 9%. The repayment period begins when the loan is fully disbursed. Contact the Office of Financial Assistance for further information.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a stu-

dent receives financial aid, this grant is part of her award. The amount of the grant for 1999-00 was \$1,750. A student must complete an annual application in the Office of the Registrar in order to receive this grant. (See page 26.)

North Carolina Student Incentive Grants

This program is offered by the N.C. State Education Assistance Authority through College Foundation, Inc. Awards are available to undergraduates who demonstrate substantial financial need which is determined by the FAFSA, and are full-time, degree-seeking, North Carolinians. Students must also be making satisfactory academic progress. The deadline for filing is March 15 each year.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

Veteran Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

Prospective Teachers

N.C. Teaching Fellows applications are available only through high school counselors. The *N.C. Prospective Teacher Scholarship* application is available through high school counselors, financial aid offices and schools of education.

Out-of-State Programs

Non-North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.

FREQUENTLY ASKED QUESTIONS ABOUT FINANCIAL ASSISTANCE

How can Meredith help me?

— We can offer many solutions

If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time.

— How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 1999-2000 budgets used in determining need for on-campus residents and for commuting students living with family are:

Direct Costs	<i>On-Campus</i>	<i>Commuting</i>
Tuition	\$9,840	\$9,840
Room and Board	\$4,260	---
Total	\$14,100	\$9,840
 Estimated Expenses	 <i>On-Campus</i>	 <i>Commuting</i>
Room and Board	---	\$4,260
Books and Supplies	\$750	\$750
Transportation	\$400	\$400
Personal Expenses	\$1,250	\$1,250
Estimated Total	\$16,500	\$16,500

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

Foreign students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is \$1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.



STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to the Meredith community. The College has a strong commitment to a total education which integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including: academic advising; dean of students; residence directors; commuter life and special services; campus ministry; volunteer services; counseling; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, computer orientation, tours of the library, fitness center orientation, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college offi-

cials and their roles and to learn about student services and resources.

The *Student Handbook and Activities Calendar* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); and playwright Wendy Wasserstein.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore!, appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Cabaret*, *The Unexpected*

Visitor, Uncommon Women and Others, and a Child Shall Lead.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem, offers availability to a host of cultural and social activities.

STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 65.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic

excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUDENTS as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

— Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVERNING operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the

Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

— *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

— *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review all student regulations.

STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests and abilities. Meredith students can choose from some 82 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found on page 93 of the 2000–2001 *Student Handbook and Activities Calendar*.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments,

honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development.

— *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astrotekton and Philaretian societies now work with social service agencies as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

— *Campus Ministry*

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERITAGE, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local min-

istry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

— Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith College, faculty, students and the broader community. Located in the Office of the Campus Minister, the Coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an adviser to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the *America Reads* program, the Coordinator of Volunteer Services is a liaison to the *Motherread* program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the Coordinator of Volunteer Services. The office is located in Jones Chapel.

RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

MEREDITH SPONSORS FIVE INTERCOLLEGIATE sports including basketball, soccer, fast-pitch softball, tennis, and volleyball. Students may participate on one or more athletic teams.

The organization and activities of the intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

RESIDENCE

EIGHT RESIDENCE HALLS ARE AVAILABLE FOR ON-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted. Each room is equipped with internet and e-mail access, cable television, and a telephone jack.

Freshmen are usually assigned to Brewer, Carroll, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their halls. Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and three other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-age students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

— *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mail pockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

COMPUTER SERVICES

A CAMPUS-WIDE NETWORK PROVIDES E-MAIL, Internet access, and ALIS (Library Computer System) access. All academic buildings, all residence halls, and other campus buildings are part of the campus network.

There are four computer laboratories located in the Carlyle Campbell Library, Harris, Joyner, and Ledford buildings. Each lab houses twenty computers and printers. All lab computers are part of the campus network. Word-processing, spreadsheet and presentation graphics software is available in every lab. Each lab contains a variety of other software packages. Other smaller computer labs are located in several of the classroom buildings.

All residence hall rooms are wired for access to the campus network.

The Meredith home page is located at www.meredith.edu. For policy and procedures concerning computer services, contact Technology Services, Noel House.

HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the director of health services. The Health Center is served on a regular basis by a local physician with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday through Friday. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

COUNSELING

— *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Director of Academic Advising, whose office is located in the Park Center. See pages 56-57 for further details.

— *Career Planning*

The Meredith Career Center, located in the Park Center, offers career counseling, educational programs and resource information to students who are undecided about their courses of study or career plans as well as those preparing for a specific career field. Assistance is available regarding employment, cooperative education experiences, interviewing, resume preparation, occupational outlook, salaries, and related issues. Students may also take vocational interest tests and a for-credit career planning seminar. Campus recruiting, a web-based resume referral database, graduate school guidance, and career fairs help seniors as they begin to implement their plans for graduate study or careers.

— *Counseling Center*

The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional, or academic — with counselors who are degreed and licensed. All counseling services are free and confidential. In addition to counseling services, the Counseling Center offers disability services, psychological consultation, and general referral services. The staff also coordinates an outreach program, often with Peer Educators as facilitators. The center also houses a small resource library for students and staff. Students are encouraged to call the counseling office at 760-8427 any time or stop by Monday thru Thursday between 8:00 a.m. and 8:00 p.m. or Friday between 8:00 a.m. and 5:00 p.m. to make an appointment. The Counseling Center is located on the first floor of Carroll Health Center.

— *Freshman Discovery Series and First-Year Experience Class*

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class,

intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

STUDENT ORGANIZATIONS: OPPORTUNITIES FOR INVOLVEMENT

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

Executive Committee
Association of Meredith Commuters
Elections Board
Honor Council (and Review Board)
Residence Hall Board
Senate
Student Life Committee
WINGS (Women in New Goal Settings)

Publications

Publications Board
Acorn (literary magazine)
Meredith Herald (newspaper)
Oak Leaves (yearbook)

Programming Associations

Campus Activities Board
Association for Cultural Awareness
Meredith Entertainment Association
Meredith International Association
Meredith Recreation Association

Religious Associations

Interfaith Council
Latter-Day Saints Student Association
Meredith Christian Association

Service Organizations

Service Council
Astrotekton Society
Circle K

Junior Woman's Club
 Philaretian Society

Class Council

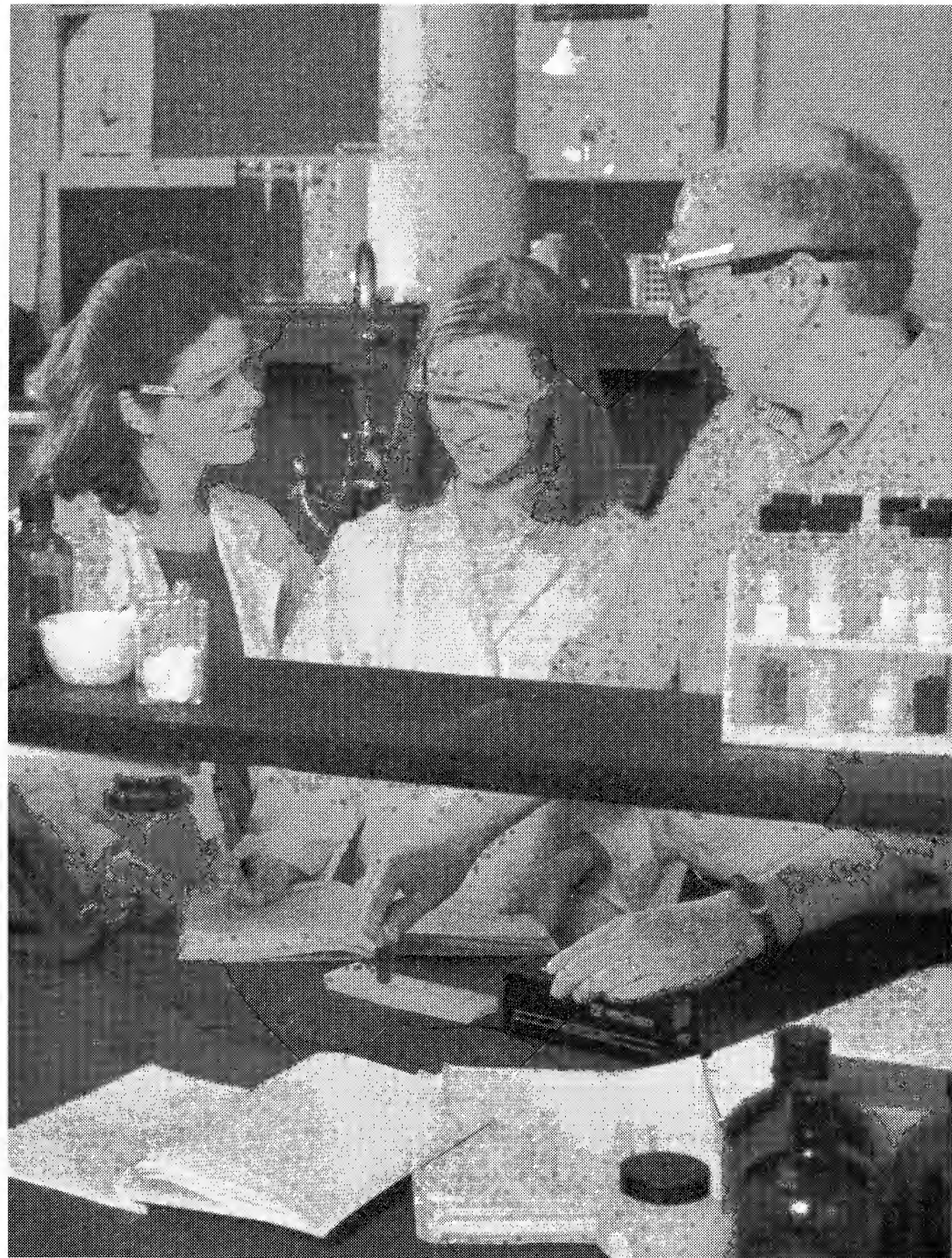
Freshman Class
 Sophomore Class
 Junior Class
 Senior Class

Clubs

American Choral Directors Association
 American Society of Interior Design
 Angels for the Environment
 Barber Science Club
 Canaday Math and Computer Science Club
 College Democrats
 College Republicans
 Collegiate Music Educators National Conference
 Colton English Club
Die Reblaus German Club
 Extra Theatre Company
 History and Politics Club
La Sorellanza Italiana Italian Club
La Tertulia Spanish Club
Le Cercle Francais French Club
 Mae Grimmer Granddaughters' Club
 Meredith Accounting Association
 Meredith Association for the Education
 of Young Children
 Meredith Association of Pre-Health Profession Students
 Meredith College Association of Family
 and Consumer Sciences
 Meredith College Student Dietetic Association
 Meredith Disabilities Organization
 Meredith Fashion Association
 Meredith Video Club
 Pi Sigma Epsilon
 Psychology Club
 Social Work Club
 Society for Human Resource Management
 Sociology Club
 Sports Science Association
 Student Business Advisory Board
 Student Foundation
 Student NC Association of Educators
 Tomorrow's Business Women
 Watkins Communications Club
 Women's Issues Network

Honor Societies

*Alpha Delta Mu, Alpha Lambda Delta, Alpha Mu Gamma,
 Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Delta
 Upsilon Upsilon, Kappa Nu Sigma, Kappa Omicron Nu,
 Lambda Pi Eta, Phi Alpha Theta, Phi Lambda Upsilon, Pi
 Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Psi Chi,
 Sigma Alpha Iota, Sigma Delta Pi, Silver Shield*



ACADEMICS:

PROGRAMS AND REGULATIONS

MEREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 14 academic departments and 1 school of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and health sciences, chemistry, mathematics, or the School of Business may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, education, and music: the Master of Business Administration, the Master of Education, the Master of Music, and the Master of Health Administration degree. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and an accredited dietetic internship program.

CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue.

Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

DEGREE PROGRAMS

— *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted, (2) all courses attempted at Meredith, and (3) all courses attempted at Meredith in her major subject(s).

— *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 49.

Educational Goals

The educational goals for Meredith undergraduates are divided in two parts: (1) the general education goals and (2) the goals of each academic department or school.

General education goals

- Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to

others, and to God.

- She should encounter the great creative achievements of humankind and discover those values which are for her most essential to a rich, full, and significant life.

- She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms.

- She should have an informed concept of herself as a part of the natural universe.

- She should develop physical skills consistent with her physique, natural abilities, and interests.

- She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

The educational goals of each academic department are printed at the beginning of the department's course listings.

General Education Requirements

To reach the general educational goals each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health, physical education, and dance.

- I. Humanities and fine arts.....27-30 credit hours
 - A. English composition3-6 credit hours
Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
 - B. Foreign language6 credit hours
(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
 - C. Literature6 credit hours
 1. A 3-hour course in major British authors
 2. A 3-hour course in English, American, or world literature, or any literature course in a foreign language
 - D. Religion6 credit hours
 1. Religion 100
 2. Any advanced 3-hour course in religion
 - E. Elective6 credit hours
Must include at least two of the following categories: art; dance (theory or history); music; philosophy; communication; theatre.
- II. Social and behavioral sciences12 credit hours
 - A. History of Western Civilization.....3 credit hours

- B. Electives9 credit hours

To be taken from the following categories: economics; cultural geography; history; sociology and anthropology; politics; psychology. Must include two areas other than history.

- III. Mathematics and natural sciences
minimum of13 credit hours
 - A. One laboratory course chosen from biology, chemistry, earth science or physics.....4 credit hours
 - B. One course in mathematics3 credit hours
 - C. Electives6 credit hours
To be taken from two of the following: biology; chemistry; earth science; mathematics or CSC 201; or physics;
- IV. Health, physical education, and dance4-6 credit hours
Must include four hours of activity courses or three hours of activity courses and a course in health or first aid.
- V. Capstone studies
One Capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional Capstone courses may be taken as pure electives.

Note: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department or school are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department or school will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 69-183. Substitutions in the requirements for a major may be made by the head of the department or school in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

Bachelor of Arts

American Civilization	Musical Theatre
Art	Political Studies
Biology	Pre-Art Therapy
Chemistry	Psychology
Communication	Public History
Dance	Religion
Economics	Social Work
English	Sociology
French	Spanish
History	Theatre
International Studies	
Mathematics	
Music	

Bachelor of Science

Accounting	Exercise and Sports Science
Biology	Family and Consumer Science
Business Administration	Foods and Nutrition
Chemistry	Interior Design
Child Development	International Business
Clothing and Fashion Merchandising	Mathematics
Computer Information Systems	
Computer Science	

Bachelor of Music

Music Performance	Music Education
-------------------	-----------------

Teacher education is described on pages 98-114.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible. Normally it should be approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. **Departmental** — Departmental majors include mainly courses within the respective department or school but may include supporting courses from other disciplines.

2. **Interdisciplinary** — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or school and with the permission of the Academic Council. A department or school will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

— Minors

A student may choose to complete a minor area of concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in each department or school, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department or school in which they are based.

— Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in performance or music education are given on pages 155-157.

— Requirements for a Second Baccalaureate Degree, Major or Minor

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 31 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required. (See page 22 for

*Admission Instructions.)***THE HONORS PROGRAM**

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department or school, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by a department or school, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest. In addition, Honors students are invited to participate in Focus on Excellence, a series of on-campus and off-campus cultural events.

— The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science

requirement for graduation. Opportunities for honors work in laboratory science are available in biology, chemistry, and physics.

Honors Colloquia6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, normally including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field6 hours

To heighten the participant's understanding of the knowledge, skills, and tools of her major discipline, each honors student will complete at least six credit hours of honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department or school
- Contractual work for honors credit in regular courses offered by the department or school
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to a department or school's approval of their relation to the major field.

Honors Elective.....6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental or school honors courses
- Regularly scheduled courses in which the student contracts for honors work and credit
- Independent study.

Honors Thesis or Equivalent Project3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) or school concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

CAREER DIRECTION

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as human environmental sciences, art, music, and the School of Business. All of the departments and the school, however, provide opportunities for career preparation at the undergraduate level. Many areas have prepared programs so that students may use their electives to give career direction to majors in the department or school. Departmental and school advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice (*see page 44*).

— Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special

education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

— Nursing Transfer Curriculum

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who hold an associate degree or diploma in nursing enter Meredith through the 23+ option provided by continuing education (*see page 19*). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with nearby BSN-granting institutions to select appropriate courses. (*For more information, see pages 13 and 63.*)

— Dietetic Internship

The Dietetic Internship is a post-baccalaureate supervised practice program. Students work for 27 weeks in rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrichment experience of their choice. Students take two three-credit-hour graduate courses: Clinical Nutrition Seminar and Pediatric Nutrition. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitians. They will have acquired competence for an entry-level position in clinical nutrition, food service management, or community nutrition.

— Professional Communications

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in photography, creative writing, journalism, business, and computer information science. Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 114.*)

— Criminal Justice Studies

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are

included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. (*For specific requirements, see page 135 or 179.*)

— Teacher Education

Meredith College offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching license in birth through kindergarten (B-K), elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, physical education, theatre, French, and Spanish; and occupational education: business and office education and family and consumer sciences education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states' agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education, reading K-12 and English as a Second Language. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations, and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

— Teaching Fellows Program

The Teaching Fellows Program offers talented North Carolina students, who choose teaching as a first career option, unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program (which includes an Honors thesis) and also directed to participate in selected Focus on Excellence events. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to match the state's monetary contribution. (*For more information about the award, see page 32.*)

CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

CONTINUING EDUCATION

WOMEN, AGE 23 OR OLDER, WHO WISH TO BEGIN OR resume college work leading to the undergraduate degree, second degree, or second major are welcomed at Meredith.

— Undergraduate Degree Program for Women Age 23+

A woman may enter this program in The Office of Continuing Education through special admission as a student (*see page 19*). This option involves pre-admission advising and an individually tailored preliminary program.

When the requirements of a preliminary program have been fulfilled, students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

— Community Programs

Community Programs provide opportunities for

women, men, and children to enrich their lives through a variety of programs offered each semester, including summer. Courses in the Community Programs award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by business, agencies, and institutions for certification and advancement purposes. Continuing Education programs are open to Meredith College students, faculty, and staff on the same basis as the community at large. Teachers who need Teacher Renewal Credit (TRC) take community programs classes to meet the state requirements for maintaining their teaching licenses.

— *Certificate Programs*

Legal Assistants Program

During the past two decades, legal assistants (paralegals) have become increasingly visible and valued members of the legal profession. Though paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, increasingly they are playing key roles in the legal services team, performing a wide variety of substantive legal work delegated by attorneys.

The Meredith Legal Assistants Program is a professional certificate program for college graduates who have previously earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association and is the only ABA-approved, post-baccalaureate level paralegal program in North Carolina. To date over 600 graduates have begun paralegal careers by earning their Legal Assistant Certificate at Meredith. The program offers full and part-time schedules and attracts both recent college graduates and those seeking a new career direction.

Legal Assistants Program graduates enjoy a wide variety of employment opportunities. While the majority work in private law firms, many are employed in corporate legal departments, banks, and government agencies. Training as a legal assistant provides instruction in legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Graduates have successfully translated their legal skills and experience to fields such as mortgage lending, human resources, trust and estate administration, municipal administration, purchasing and property management, to name a few.

The Legal Assistants Program is designed for both full-time students and part-time students who hold a full-time job. Students may choose from two schedules:

Two-semester evening schedule: Classes three

evenings per week, starting in fall semester and ending in May.

One-semester intensive schedule: Classes three mornings and three evenings per week, January through May.

Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction, connecting students with the real world of law practice. A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Through active placement assistance, over 85% of our graduates find employment within six months of completing their studies.

The Meredith Legal Assistants Program is open to qualified applicants who have earned a bachelor's degree from an accredited college or university. No specific major is required. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering law school (*see page 138*). Further information about the Legal Assistants Program is available from the Office of Continuing Education at 760-2855.

INDIVIDUALIZED OPTIONS

— *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (*See page 69.*)

— *Writing Intensive Courses*

Meredith students have a unique opportunity to improve their writing skills by taking courses that are labeled in the course schedule as Writing Intensive. Because each academic discipline has its own writing conventions, faculty in disciplines other than English have designed courses that include writing instruction for that discipline. Students enrolled in Writing Intensive classes learn from experts on how to write for that field, receive feedback on preliminary drafts, and learn how to revise their drafts. These courses are designated "WI" on a stu-

dent's transcript, thereby informing potential employers or graduate schools that she has had instruction in composition beyond her freshman year. This program demonstrates Meredith's commitment to making the ability to write clearly and effectively a priority for every student.

Definition: a course is considered writing intensive if it makes substantial use of writing as a means of engaging students with the subject matter. "Intensive" refers to the way writing is integrated into the course rather than to the amount of writing involved. Students will become familiar with the subject matter by completing a variety of writing assignments, both formal (graded) and informal (ungraded). The number of writing assignments may or may not exceed those of other classes, but Writing Intensive courses benefit the student by offering writing instruction and coaching by the instructor in planning, drafting, revising, and editing student papers for that discipline.

— *Cooperative Education*

Cooperative education is a program which gives sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

— *Cooperating Raleigh Colleges*

Meredith, Peace, and Saint Augustine's Colleges, St. Mary's School and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department or school. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only

to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

— *International Studies*

SUMMER PROGRAMS

Meredith Abroad in Italy, Switzerland and England

Each summer the College offers a course of study in selected foreign countries (currently England, Switzerland and Italy) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students can elect to do either the continental or UK portion of the program — or both.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines. Options for foreign language study have included summer programs in France, Germany, Mexico, and Spain.

In the past, the Department of Biology has sponsored programs in arctic Russia and Belize; the Department of History and Politics, a program in China; the Department of Human Environmental Sciences, a fashion program in Paris; and the Department of Education, a program in New Zealand. The School of Business regularly sponsors a program in the United Kingdom.

Art Program in Italy

Art students above the freshman level may apply for a biennial five-week program of study in Florence and surrounding Tuscany. Six credit hours of drawing and painting can be earned, with the option for additional credits for independent study in art history. An additional required credit is earned during spring semester to prepare students for the trip.

SEMESTER AND YEAR ABROAD

Semester/Year in U.K., Ireland, and Australia

Meredith students regularly study in universities in England, Ireland, Scotland, and Australia. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

Semester/Year in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

Semester/Year in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

Semester /Year in Hong Kong

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

Semester/Year in People's Republic of China

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the Director of International Studies.

Individually-Tailored Semesters

The Director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Kenya, New Zealand, and South Africa.

SEMESTER AND YEAR ABROAD

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the

United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

The Washington Center

Teaching Fellows are offered an opportunity to participate in an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any Teaching Fellow who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. Further information concerning the Marymount program may be obtained from the Director of International Studies.

— Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

— *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for re-admission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

Learning Center

Meredith College's Learning Center is staffed by Meredith students who have been trained to support other students with one-on-one tutoring in writing, grammar, Spanish, French, and mathematics. Tutors also answer questions related to word processing, library research, and speech writing and delivery. In addition to tutoring, the Center has reference books, handouts, and self-help exercises in grammar and mathematics. Students wishing to make appointments should sign up on the sheet posted outside the entrance at 122 Jones Hall, or call 760-2800 and leave a message on voice mail. The service is free and is not limited to students seeking remedial help. All students are welcome.

SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION IN WHICH courses are generally taught over a three-week term with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid by the student at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department or school head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

— *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department or school. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning. The advising program is under the general direction of the Director of Academic Advising.

— *Course Load*

A student will decide on her semester course load in consultation with her adviser. The student wishing to graduate in four years should plan on taking 15–16 hours per semester. Students on probation should read the section on *Satisfactory Progress, Retention and Suspension* for their course load guidelines. **A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic affairs or the registrar.**

— *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (*page 48*) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the general education requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department or school concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department or school concerned and make proper arrangements.

— *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling her graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the vice president for academic affairs.

— *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the office of the vice president for academic affairs. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this when they file for graduation.

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program.

Participation in a commencement program (May or December) is open to:

- a.) those students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony).
- b.) those students who have completed the requirements for graduation in the semester of the graduation ceremony.
- c.) those students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The official diploma will be delivered after receipt of the grades if the student has completed all requirements.

— *Graduate Examinations*

Students interested in graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through the Career Center or at other established testing centers. Other graduate/professional admission test pack-

ets are available through the Career Center including the MCAT, LSAT, GMAT, DAT VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Career Center.

— *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. Students may add any course before its begin date. The drop, add, and withdrawal dates for courses which meet at irregular times are available in the registrar's office. All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emergency withdrawals. (See page 63, *Grading System*). All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

— *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

— *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

— *Advanced Placement Credit*

Advanced placement and credit are available to students through several avenues: Meredith College departmental tests, an Advanced Placement Examination of The College Board (AP), a College-Level Examination

Program test (CLEP), an International Baccalaureate examination (IB), or course credits recommended by the American Council on Education and approved by the Meredith registrar. Details of Meredith's AP, CLEP and IB policies are listed below. Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History
Art Studio	3,4,5	3	Studio Art Elective
Biology	3,4,5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 201
Computer Science AB	3,4,5	6	Computer Science 201, 212
Economics — Macroeconomics	3,4,5	3	Economics 210
Economics — Microeconomics	3,4,5	3	Economics 211
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Education lab science
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History — European	3,4,5	3	History 102
History — United States	3,4,5	3	History 214
Human Geography	3,4,5	3	General Education social science
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	7	Mathematics 144, 211
Mathematics—Calculus BC	3,4,5	10	Mathematics 144, 211, 212

Credit Opportunities for High School Advanced Placement Courses (continued)

AP Exam	Score	Hours Granted	College Courses Satisfied
Music Theory	4,5	3	Music 100
Physics B (General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Minimum Accepted Score	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) <i>Subsidiary Level</i>	5	3	Studio Art elective
Art/Design Option B (Research Workbook) <i>Subsidiary Level</i>	5	3	Art elective
Art/Design Option A&B <i>Higher Level</i>	5	6	3 credits Studio Art 3 credits Art elective
Biology <i>Higher Level</i>	5	4	BIO 101/141
Business & Organization <i>Higher Level</i>	5	6	6 hours toward business major
Chemistry <i>Subsidiary Level</i>	5	4	CHE 111/141
Chemistry <i>Higher Level</i>	5	8	CHE 111/141, CHE 112/142
Classical Languages <i>Subsidiary Level</i>	5	3	Humanities elective
Classical Languages <i>Higher Level</i>	5	6	Humanities elective
Computer Science <i>Higher Level</i>	5	3	Computer Science elective
Economics <i>Higher Level</i>	5	6	ECO 210/211
English (Language A1) <i>Higher Level</i>	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
French <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	

Meredith College International Baccalaureate Policy (continued from previous page)

IB Subject	Minimum Accepted Score	Semester Hours Awarded	Meredith Equivalent
Geography <i>Subsidiary Level</i>	5	3	Human Geography (Social Science)
Geography <i>Higher Level</i>	5	6	Human Geography (Social Science)
German <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
German <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	
History <i>Higher Level</i>	5	3	History elective
History of the Islamic World <i>Higher Level</i>	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods <i>Subsidiary or Higher Level</i>	5	3	Mathematics elective
Mathematics <i>Higher Level</i>	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music <i>Subsidiary Level</i>	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music <i>Higher Level</i>	5	3	MUS 100
Philosophy <i>Higher Level</i>	5	3	Philosophy elective
Physics <i>Subsidiary Level</i>	5	4	PHY 211/241
Physics <i>Higher Level</i>	5	8	PHY 211/241, PHY212/242
Psychology <i>Higher Level</i>	5	3	Psychology elective
Social Anthropology <i>Higher Level</i>	4	3	SOC 260
Spanish <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
Spanish <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	
Theatre Arts <i>Subsidiary Level</i>	4	3	THE 114
Theatre Arts <i>Higher Level</i>	5	3	THE/ENG 350

Advanced Placement and Credit Policies for College Level Examination Program (CLEP)—GENERAL

General Examination	Minimum Accepted Score	Meredith Course	Semester Hours Credit	Special Requirements
Mathematics	421	Elective	3	*
Humanities	421	Elective	3	*
Natural Science	421	Elective	3	*
Social Science and History	421	Elective	3	*

* A student must complete a course in the same department or area as the general examination(s) with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

Advanced Placement and Credit Policies for College Level Examination Program (CLEP)—SPECIFIC

Subject Examination	Minimum Accepted Score	Meredith Course	Semester Hours Credit	Special Requirements
American Government	47	Politics 100	3	Essay Required
American History I	45	History 214	3	*
American History II	45	History 215	3	*
Calculus with Elementary Functions	47	Mathematics 211	3	
College Algebra exams	45	Mathematics 141	3	Must take both
Trigonometry	50	Mathematics 143	2	
College Algebra–Trigonometry	45	Mathematics 141	3	
College French				
Level I	41	French 101	3	
Level II	53	French 102	3	
College Spanish				
Level I	41	Spanish 101	3	
Level II	50	Spanish 102	3	
Computer and Data Processing	47	Computer Science	3	
General Chemistry	47	Chemistry 111, 112	6	
Introduction to Accounting	47	Accounting 230, 231	6	
Introduction to Macroeconomics	48	Economics 210	3	
Introduction to Microeconomics	47	Economics 211	3	
Principles of Management	47	Business 346	3	
Principles of Marketing	50	Business 366	3	
Trigonometry				See College Algebra above
Western Civilization I	46	History 101	3	*
Western Civilization II	47	History 102	3	*

* Student must complete a course at Meredith in the same department or area with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

— *Auditing Courses*

Audits may be arranged on the first class day of the semester or the first day of the class in the case of a class that does not begin on the first day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. If the student withdraws from the course or fails to satisfy the teacher's stated expectations for the audit, the grade of NA will be given.

— *Developmental/Remedial Courses*

Developmental or remedial courses are offered in some subject areas for those students who are not ready for college-level work in that subject. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

— *Corequisites*

Any student taking a class with a corequisite requirements must register and take the corequisite during the same semester as the corresponding course. She must successfully complete the requirements of both in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component of a corequisite course during the five-day drop/add period, she must drop both components.

— *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation

requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 255, 336, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions. If a transfer enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at regionally accredited four-year colleges.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department or school.

— *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Meredith credits are recorded in semester hours and are evaluated with letter grades 'A' through 'F' (see page 63 for a complete explanation of the grading system at Meredith) on the 4.0 scale. Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

— Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

— Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

— Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department or school head.

— Credit in Cooperative Education

Of the 124 hours required for graduation, no more than eight may be Cooperative Education credit.

— Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages

163-164 for list of ensemble courses.)

— Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health, Physical Education and Dance, and by the vice president for academic affairs or the registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing to the Office of the Registrar. Additional requests for reports will be processed as transcript requests.

— Standard Grading

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.

- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
- AU The student completed a satisfactory audit.
- NA The student did not complete a satisfactory audit.

— *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

— *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

Pass/Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department or school's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department or school may choose to restrict grading in a departmental or school seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-

hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department or school in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

ACADEMIC RECOGNITION

— *Classification*

Each student is classified on the following basis:

<i>Classification</i>	<i>Semester Hours Credit</i>
Freshman.....	1-25
Sophomore.....	26-59
Junior.....	60-89
Senior.....	90 and above

— *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

— *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.
2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

RECORDS

— *Registration*

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

— *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Financial Assistance.

SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLLEGE, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart*:

<i>Total Hours Attempted</i>	<i>Minimum Expected Meredith QPR</i>
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled: a) register for no more than 14 hours; b) repeat at least one course in which she earned a "D" or "F" unless no such courses are offered; c) enroll in either ENG 111 or ENG 112 if she has not completed her general education composition requirement; d) attend one study skills workshop during the first week of classes. Failure to satisfy all of these requirements will result in the cancellation of her registration at the end of the first week of classes.

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required

Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice president of Academic Affairs within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice president of Academic Affairs to hear the appeal.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College **and no later than the last day of classes if she does not plan to complete her current semester.**

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

OFFICIAL WITHDRAWAL

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For Undergraduate Degree Programs for Women Age 23+ students, withdrawal is effected through the Office of Continuing Education. Students who are seeking licensure for teaching (but are not seeking a degree) should withdraw through the Department of Education. Special students should with-

draw from the Office of the Registrar. Students failing to make official withdrawal within 60 days of last class attendance forfeit the right of honorable dismissal and financial adjustments.

ACADEMIC PROGRAMS

Accounting

American Civilization

Art—*Art Education • Art History*

• *Graphic Design • Studio Art*

Biology—*Biological Diversity • Environmental Science*

• *Health Science • Molecular Biology*

Business Administration—*Economics*

• *Finance • Human Resource Management*

• *Management • Marketing*

Chemistry

Child Development

Clothing and Fashion Merchandising—

Design • Merchandising

Communication—*Mass Communication*

• *Human Communication*

Computer Information Systems

Computer Science

Dance—*Dance Education*

• *Performance & Choreography*

• *Private Studio Teaching*

Economics

Education—*Licensure in Birth through Kindergarten*

(B-K) • Elementary (K-6)

• *Middle Grades (6-9) • Secondary (9-12)*

• *Specialized Subject areas also available*

English

Exercise and Sports Science—

Fitness & Sports Management

• *Physical Education*

Family and Consumer Sciences

Foods and Nutrition

French

History

Interior Design

International Business

International Studies

Mathematics

Music

Music Education

Music Performance—*Composition • Instrument*

• *Keyboard • Piano Pedagogy • Voice*

Musical Theatre

Political Studies

Pre-Art Therapy

Pre-Professional Programs—*Dentistry*

• *Law • Medicine • Pharmacy • Veterinary Medicine*

Psychology

Public History

Religion

Social Work

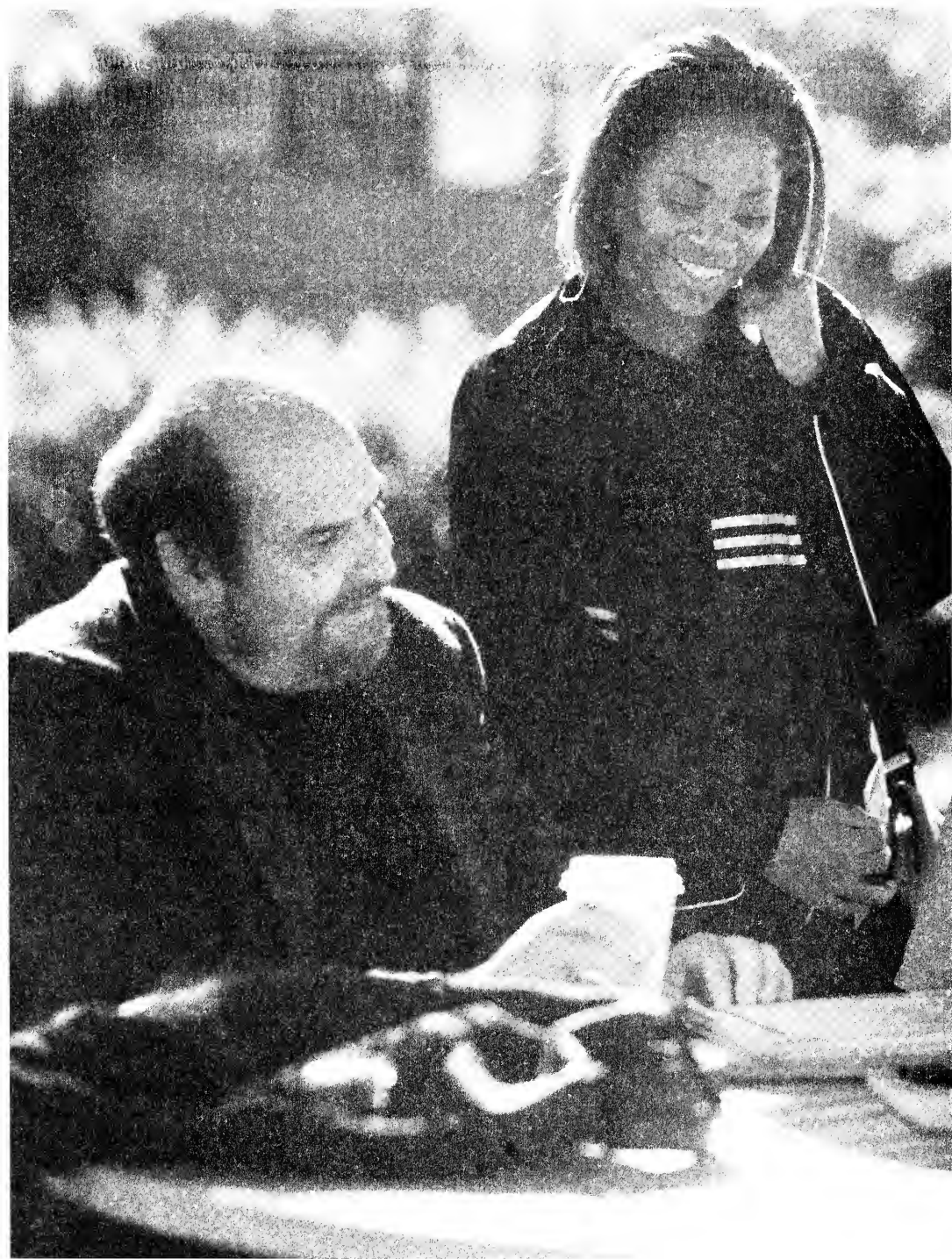
Sociology

Spanish

Theatre

Self-Designed Major

—*Italics denote concentrations available.*



COURSES OF STUDY

- *With the exception of some applied music (MUA) classes, developmental/remedial courses are numbered lower than 100 and are taught for pass/fail grading. These courses are not included in a student's hours earned toward graduation and are not included in her overall or Meredith average. Developmental/remedial courses do count in a student's semester load, but are not included in hours counted for Dean's List*
- *Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; courses open to graduate students and by permission to undergraduate students in the 500s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.*
- *Brackets enclosing the number and title of a course indicate that the course is not given for the current year.*
- *The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.*
- *A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.*

SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN each department or school in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department or school in which credit is given.
3. Each course must have the approval of the vice president for academic affairs.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P/F options.

INTERDISCIPLINARY STUDIES

A DEPARTMENT OR SCHOOL MAY INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

IDS 110 INFORMATION RESEARCH AND TECHNOLOGY

Hands-on use of the computer network and library information resources in all formats (including e-mail, Internet, computerized catalogues and indexes, and print resources). Students learn to find, evaluate and use information. Pre-requisites: CamNet account, knowledge of Windows and word processing. Pass/fail grading.

*1 hour***IDS 200 WOMEN'S ODYSSEY**

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

*Spring**3 hours***CROSS-CULTURAL SKILLS MINOR**

AN INTERDISCIPLINARY CROSS-CULTURAL SKILLS minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

1. CAP 407 — Awareness and Discovery or comparable course (3 hours)
2. Approved Study/Work Abroad (minimum eight consecutive weeks)
3. Foreign Language (6 hours in the same language, 300-level or above)
4. Approved Global Perspective Electives (6 hours)
5. Approved International Perspective in the Major (3 hours)
6. Portfolio (1 hour)

CAPSTONE PROGRAM

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. While Capstone courses vary in their themes, all share common goals and characteristics. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A holistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: Minimum 75 credit hours completed. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

*3 hours***CAP 401 LIVING REVOLUTION**

This course examines revolutionary developments that have transformed past human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

*3 hours***CAP 404 HUMANITY AND CONFLICT**

This capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies — both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human his-

tory. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

3 hours

CAP 405 COMING OF AGE IN THE MILKY WAY

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and ourselves, our values, and our society? What are the limits of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious and consistent. (And yes — we will look through telescopes!)

3 hours

CAP 406 THE MYTHS WE LIVE BY

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others, and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students to identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change.

3 hours

CAP 407 AWARENESS AND DISCOVERY

The United States is a pluralistic society that is experiencing considerable tension as its population grows more aware of its cultural diversity. This course is designed to examine the dynamics of the cultural encounter, i.e., what happens when two cultures or individuals meet and define each other. We will explore the meaning of this discovery of "the other" as a process of self-definition. We will uncover the assumptions drawn from our own limited knowledge base and the beliefs based on our own religious training, science education, and cultural conditioning. We will consider how these assumptions and beliefs, often

latent, shape who we are as individuals and define the ways that we interpret and impose meaning on the world. Our intent is that students and faculty appreciate individuality, indeed recognize this as one of our society's traditional strengths. The quest for such a perspective on human interaction involves not only an awareness of it but also a commitment to it as an ongoing process. The action component of the course will require students to translate their growing cultural awareness and commitment into the solution of a relevant cultural problem.

3 hours

CAP 408 THE RESTLESS TIDE

A "tidal wave" of viral and microbial diseases is predicted to be one of the major threats to the continued survival and health of humans. An examination of emerging diseases will provide a context within which the skills common to all capstone courses will be developed. This course will examine the past, present and future biological and social aspects of the origin, spread, and effects of infectious diseases. It is designed to assist students in using critical thinking skills to develop a broad-based understanding of issues which will enable them to make informed and effective decisions at both a personal and community level. The action component of the course will provide students with an opportunity to apply their understanding to analyzing social issues and needs, proposing solutions, and conducting community projects which result in changes.

3 hours

Note: Check current registration information for additional course offerings.

CENTER FOR WOMEN IN THE ARTS

MEREDITH IS WIDELY RECOGNIZED AS A CENTER for Women in the Arts operating in an atmosphere of the arts, sciences, and humanities. Whether one is interested in pursuing a career in the arts, or simply likes the excitement visual and performing arts add to campus life, the variety of opportunities available in the arts at Meredith is extraordinary. Meredith offers undergraduate degree programs in the traditional arts areas of Visual Art, Music, Drama, and Dance, as well as Fashion Design and a fully accredited Interior Design program. Meredith has teaching licensure programs in art, music, dance, and drama and a graduate music degree program. At the heart of education in the arts at Meredith is personal attention and individualized instruction to help each student explore her own artistic potential.

The Meredith calendar is filled with student and professional performances, lectures and exhibits, frequent field trips, and travel study opportunities both in the United States and abroad. With excellent facilities on campus, Meredith students also have access to the cultural

resources available in Raleigh, the capital city, and the entire research triangle region.

WOMEN'S STUDIES

A DEPARTMENT OR SCHOOL MAY INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

CAREER STUDIES

CPS 101 CAREER PLANNING FOR FRESHMEN AND SOPHOMORES

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, interview strategies, and professionalism are among the topics presented and practiced. Pass-fail grading only.

1 hour

CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to specific job-search strategies, and to the concept of career development as a lifelong process. Pass-fail grading only.

1 hour

COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with or paralleling academic study. Prerequisites: Sophomore standing, 2.0 minimum GPA. Pass-fail grading only. The number of hours credit is determined by the number of hours worked. All work experience must be approved the Cooperative Education Director.

1 to 4 hours

COE 403 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

1 to 4 hours

ART

Professor Bailey, Head; Professor Short; Associate Professors Banker, Fitz-Simons, Parker; Assistant Professors Mulvaney, Pearce, Rowland, and Terry; Adjuncts Beatry, Fine, Givvines, Goldbers, Lewis, Rieder, M. Scherr, S. Scherr, Siwek, Springer, Steele, Stewart and Wiedeman; Emerita Greenberg.

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. To receive transfer credit, student must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated. Students who wish to appeal this policy may request to take an exit exam for the course(s) in question.

All art majors are required to complete a core curriculum of 22-24 credit hours. Concentrations are offered in studio art, art history, graphic design and art education. Internships are available and encouraged for art majors. Through special studies courses, arranged with individual faculty members, a student may add even greater depth of her program in a particular area of interest. Contract majors in art management and art history are also possible for the student to arrange through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art. A Pre-Therapy major is offered in conjunction with the Psychology Department.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete core curriculum requirements for a major. All art classes can be taken by the non-degree student who has taken the applicable pre-requisite courses on a space available basis through Continuing Education. Contact the art department for further information for all of these policies.

Mission Statement

The Meredith College Art Department provides an enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

Statement of Purpose

The purpose of the Department of Art is to provide a visual arts program which:

- supports the fine arts and humanities component of the general education requirements,
- offers a major in the visual arts based on a core curriculum of shared studio art and art history experiences,
- offers studio, art history, graphic design, and art education concentrations beyond the art major,
- offers a Pre-Art Therapy major program in conjunction with the Psychology Department
- offers preparation for teacher certification in art K-12,
- encourages individual reflection as inseparable from production,
- offers individualized instruction,
- maintains an extensive exhibition program for instructional purposes and as a link with the greater community,
- encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and in arts organizations,
- guides career choices based on individual strengths and interests.

Goals

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. The art major may elect to add a concentration for greater depth in a specialized area within the liberal arts framework.

As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who feel their education here could not be equaled by other schools. The key to this is to provide personal service and unique opportunities for learning. Small class size is an important component, but so is the chance for study abroad, internships, providing artists-in-residence and speakers, and travel to art centers and museums. However, our most important goal is to help each student find value in her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives

A student taking a class in the visual arts program will:

- demonstrate competence in understanding concepts and acquiring skills germane to the class,
- be exposed to the artistic production and philosophy of creative people in diverse cultures,
- participate in the assessment of her own work, that of others in the class, and that of professionals,

- recognize the importance of visual literacy to humankind past, present, and future,
- develop visual observation skills.

A major in the art department, in addition to the objectives above, will:

- demonstrate an individual voice through a culminating exhibit, portfolio, or research paper,
- attain highly developed visual observation skills,
- articulate orally and through writing original thoughts about art and society (past, present, future).

— Requirements for a Major

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I.....	3
ART 105 2-D Design	3
ART 206 Color Theory	3
ART 221 Art History Survey I.....	3
ART 324 Modern Art.....	3
ART 222 Art History Survey II.....	3
ART 494 Senior Project	1-3
ART 495 Portfolio Photography.....	1
TOTAL Core Hours	22-24

Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many entry level art positions. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and provide time for internships.

Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum	22-24
II. Art History Elective.....	3
III. Studio Art Concentration	21
ART 201 Drawing II (3)	
ART 207 3-D Design (3)	
Studio Area Concentration (15)	
IV. Professional.....	2
ART 493 Senior Seminar (2)	
TOTAL hours for the major	47

Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate

design program. Internships are strongly encouraged as a vital component of the graphic education process.

Requirements for a Major in Art with a Concentration in Graphic Design:

I. The Core Curriculum	23-24
II. Graphic Design Concentration	35
A. Required Courses	31
ART 140 Introduction to Graphic Communication (3)	
ART 130 Photography I (3)	
ART 245 Typography (3)	
ART 246 Typography Lab (2)	
ART 248 Techniques of Illustration I (3)	
ART 394 Graphic Design Studio (3)	
ART 342 Digital Imaging (3)	
ART 394 Graphic Design Studio (9)	
ART 404 Book Design (2)	
B. Graphic Design Concentration Electives	4
ART 201 Drawing II (3)	
ART 103 Computer Drawing (1)	
ART 104 Oak Leaves (1)	
ART 270 Fibers (3)	
ART 230 Photography II (3)	
ART 330 Photographic Techniques and Processes (3)	
ART 350 Printmaking I (3)	
ART 348 Techniques of Illustration II (3)	
ART 920 Directed Independent Study (1-3)	
ART 930 Community Internship (1-3)	
CIS 154 Creating Pages for the WWW (P/F) (1)	
Approved Advanced Web Design Elective (2-3)	
TOTAL hours for the major	58-59

Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art, i.e., museums, community-based arts organizations or commercial arts enterprises.

The Art History Concentration requires 12 of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

Requirements for a Major in Art with a Concentration in Art History:

I. The Core Curriculum	22-24
II. Studio Art	3
ART 207 Three Dimensional Design (3)	

III. Art History beyond the core	12
IV. Electives approved by faculty adviser	9
TOTAL hours for the major	47

Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

Requirements for a Major in Art with a Concentration in Art Education:

I. The Core Curriculum	22-24
II. Art History Elective	3
III. Studio	21
ART 201 Drawing II (3)	
ART 207 3-D Design (3)	
ART 210 Painting I (3)	
ART 160 Ceramics I (3)	
ART 365 Sculpture (3)	
ART 270 Fiber (3)	
ART 275 Metals (3)	
ART 350 Printmaking (3)	
IV. Professional Education	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
PSY 210 or PSY 310 Developmental (3)	
PSY 312 Exceptional (3)	
SOC 335 Race and Ethnic Relations (3)	
EDU 439 Student Teaching (6)	
EDU 441 Audio/Visual (1)	
EDU 471 Reading (1)	
TOTAL hours for the major	77

Pre-Art Therapy Major

The Pre-Art Therapy major is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate school candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Required Courses in ART (101, 105, 206, 210, 260, 734, 735, 736). 24 total hours

Required Courses in PSY (100, 200, 210 or 310, 300, 312, 320, 332, 420). 25 total hours

Requirements for an ART minor:

ART 101 Beginning Drawing I (3)

ART 105 Basic 2-D Design (3)

Art History Survey I or II (3)

Area of Specialization in upper level courses

(200 and above) (6)

Art electives (6)

TOTAL hours for the minor.....21

— *Curriculum***Art History****ART 220 TOPICS IN NON-WESTERN ART**

Rotating topics focusing on the art from non-western societies, such as India, Japan, China, and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

Spring 3 hours

ART 221 SURVEY OF WESTERN ART — PREHISTORY-GOTHIC

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period.

Fall 3 hours

ART 222 SURVEY OF WESTERN ART HISTORY — EARLY RENAISSANCE-PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art.

Spring 3 hours

ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

Spring 3 hours

ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Topics are on rotation and may be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

Fall 3 hours

Studio Art*(Studio fees are assessed for most studio courses.)***ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS**

Concepts and theories inherent in the visual arts are encountered and discussed with practical application

through studio projects and papers. Careers are discussed by professional artists and designers in their work spaces.

Fall 2 hours

ART 101 DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

3 hours

ART 103 COMPUTER DRAWING

An introduction to the computer as an artistic tool for painting, drawing and design. This course will introduce the student to the computer as a means of artistic expression. Students will learn to draw, paint, and design on the computer using appropriate software. No computer experience is required for this course. Pass/Fail grading only.

1 hour

ART 105 TWO-DIMENSIONAL DESIGN

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

3 hours

ART 201 DRAWING II

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. Prerequisite: ART 101. Six studio hours per week.

3 hours

ART 206 COLOR THEORY

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 101 and ART 105. Six studio hours per week.

3 hours

ART 207 THREE-DIMENSIONAL DESIGN

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

3 hours

ART 301 LIFE DRAWING

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit. Six studio hours per week.

3 hours

ART 210 PAINTING I

An introduction to basic painting techniques and

media. Oil and water-based media are offered in alternating years. May be repeated for credit. Six studio hours per week. Prerequisite: ART 206.

Fall

3 hours

ART 310 PAINTING II

An extension of the concepts and techniques encountered in ART 210 with an emphasis on individual production and experimental techniques. Prerequisite: ART 210. May be repeated for credit. Six studio hours per week.

Spring

3 hours

ART 130 PHOTOGRAPHY I

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

3 hours

ART 230 PHOTOGRAPHY II

An extension of the concepts and techniques encountered in ART 130, with an emphasis on the pursuit of photography as a fine art form. Prerequisite: ART 130. Six studio hours per week. May be repeated for credit.

Spring

3 hours

ART 330 PHOTOGRAPHIC TECHNIQUES AND PROCESSES

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. Prerequisite: ART 130. (ART 230 is not required to take this course.) May be repeated for credit. Six studio hours per week.

Fall

3 hours

ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites.

3 hours

ART 245 TYPOGRAPHY AND LAYOUT

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Prerequisites: ART 101, 105, and 140. Six studio hours per week.

Spring

3 hours

ART 246 TYPOGRAPHY LAB

Students will be taught computer hard and software pertaining to the profession of graphic design in print media. Students will receive assignments to solve visual problems on the Macintosh that connect to the content of the projects dealt with in ART 245. Occasionally, students will receive additional projects that help them with specific problem areas.

2 hours

ART 248 ILLUSTRATION I

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 206 and either ART 201 or ID 243. Six studio hours per week.

3 hours

ART 342 DIGITAL IMAGING I

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 206 and 140. Six studio hours per week.

Fall

3 hours

ART 348 ILLUSTRATION II

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 248 or permission. Six studio hours per week. May be repeated for credit.

Spring

3 hours

ART 394 GRAPHIC DESIGN STUDIO

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application (printing/press check/supervision on press/designing for a virtual presentation), client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager (master scheduling), art director for a particular project, production manager for a particular project, organizer of special activities (e.g. field trips, etc.). Professional designers will be invited to class on various levels/issues. Prerequisites: Art core except ART 324, 494, 495, 245, and 246. Corequisite: ART 342.

3 hours

ART 350 PRINTMAKING I

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. Prerequisites: ART 206. Six studio hours per week.

*Spring**3 hours***ART 351 PRINTMAKING II**

Editions produced by incorporating Intaglio and/or relief multi-plate techniques. Six studio hours per week. Prerequisites: ART 101, 201, and 350. May be repeated for credit.

*Spring**3 hours***ART 160 CERAMICS I**

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week.

*3 hours***ART 260 CERAMICS II**

An extension of the techniques and concepts encountered in ART 160. Emphasis will be placed on gaining depth of experience and a personal approach. Prerequisite: ART 160. May be repeated for credit. Six studio hours per week.

*3 hours***ART 365 SCULPTURE**

An introduction to sculptural concepts through modeling, carving, casting, and assembling media. Prerequisite: ART 207. Six studio hours per week. May be repeated for credit.

*Spring**3 hours***ART 270 FIBERS**

An introduction to techniques of surface design on fabric. Through production of one of a kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

*Fall**3 hours***ART 275 METALS**

An introduction to traditional metal techniques. Through design emphasis and direction, students learn the use of tools, equipment, processes, materials, methods, and techniques related to the fabrication of small-scale objects and/or jewelry. The course will cover design layout, pattern-making, sawing, piercing, soldering, finishing, photo-etching, casting, anodic oxidation, and selected processes. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

*3 hours***ART 104 OAK LEAVES**

As apprentices on the staff of Meredith's yearbook, *Oak*

Leaves, students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. among the areas included will be layout design, photography, computer graphics, editing, selling ads/fund raising, and writing copy. Pass/Fall grading only.

*1 hour***ART 404 BOOK DESIGN**

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, *Oak Leaves*. Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. Prerequisite or corequisite: ART 394.

*2 hours***Art Education****ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL PRE-K-5 (for art majors)**

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

*3 hours***ART 735 THEORY AND METHODS OF TEACHING ART IN THE MIDDLE SCHOOL 6-8 (for art majors)**

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

*3 hours***ART 736 THEORY AND METHODS OF TEACHING ART IN THE HIGH SCHOOL 9-12 (for art majors)**

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

*3 hours***ART 744 ART IN THE ELEMENTARY SCHOOL**

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child develop-

ment. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Integration of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100 or ART 221 or 222.

2 hours

Senior Requirements

ART 493 SENIOR SEMINAR

All senior Studio Art majors must complete this course prior to taking senior project (Art 494). Students will review and assess strengths in their work and identify areas for additional research for their senior project. Seminar topics focus on the profession of art.

2 hours

ART 494 SENIOR PROJECT

All art majors should register for this course in the last semester of the senior year. Studio and Art Education students will prepare and hang an exhibition of their work (1 credit). Graphic Design students will prepare a portfolio of their work and their credits can vary with the number of formats selected for their portfolio (2-3 credits). Art History students will write a research paper (3 credits). Credits for Art History students may be divided between the last two semesters to equal 3 credits, or be completed in one semester. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course.

1-3 hours

ART 495 PORTFOLIO PHOTOGRAPHY

This course provides students with the basic information necessary for making high quality slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the copy stand, lighting, tungsten-balanced film, metering with a gray card, film exposure, depth-of-field, slide masking, and slide labels. Studio time will be scheduled during class for students to photograph their artwork. Students should complete the course with excellent skills for photographing all types of artwork, as well as a completed slide portfolio.

1 hour

Cross-Listed Courses

Interior Design

ART 142 —ID 142 History of Architectural Interiors and Furnishings

ART 144 —ID 144 Interior Design I

ART 243 —ID 243 Interior Design Drafting and Presentation Skills

ART 244 —ID 244 Interior Design II

ART 344 —ID 344 Interior Design III

ART 444 —ID 444 Interior Design IV

ART 447 —ID 447 Contract Interior Design

Clothing and Fashion Merchandising

ART 315 —CFM 315 History of Costume

ART 415 —CFM 415 Draping

ART 417 —CFM 417 Apparel Design

BIOLOGY AND HEALTH SCIENCES

Professor Grimes, Acting Head; Professors Reid, Swab; Associate Professor Wolfinger; Assistant Professor Cuffney. Adjuncts Crumpler, Frear, Guzman, Farnsworth

THE DEPARTMENT OF BIOLOGY AND HEALTH Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses preparing non-majors to become actively involved in science issues facing society and preparing majors and minors for success in graduate and professional programs and employment in diverse areas of biology. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through laboratory work, and for enhancing creative learning.

Goals of the department are as follows:

- to provide a learning environment fostering growth of all students in scientific literacy and analytical abilities,
- to provide in introductory courses a basis for biological literacy in today's world, and the biological foundation for upper level courses,
- to provide a knowledge base for relating biology to the physical sciences, nutrition, and other disciplines,
- to provide through the various sequences of advanced courses an educational environment whose content and rigor prepare majors and minors with the background for continued success beyond Meredith,
- to provide through advising, academic and experiential programs tailored to meet the individual needs of our students.

In addition to the wide variety of course offerings by the department, many off-campus experiences are available through part-time employment, directed independent studies, internships, cooperative positions, volunteer positions, etc. These opportunities apply and expand course content through hands-on experiences in various fields of research, health, and veterinary medicine.

— *Credit Testing and Advanced Placement Biology Credit*

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students will receive credit for BIO 101 upon successful completion of BIO 141.

Students who present an AP Biology score of 3 or above will receive credit for BIO 101 and BIO 141.

— *Licensure*

Middle grades (6-9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 204, GEO 200, GEO 240, and Sci 764. Students in a BS or BA Biology major must follow the department program outlined for middle school licensure.

Secondary licensure in biology is available to students who complete the requirements for a BS or BA in Biology following the departmental programs outlined for secondary school licensure.

— *Requirements for Major and Licensure Programs*

I. **Biology Major: B.S. and B.A. Concentrations**

A. **B.S. in Biology with a concentration in Molecular Biology: 70 hrs**

Required courses in Biology: 36 hrs

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 256 (1) Techniques in Microscopy
- BIO 258 (1) Techniques in Tissue Culture
- BIO 334 (3) and 344 (1) Microbiology
- BIO 351 (3) Cell Biology
- BIO 356 (4) Biotechnology
- BIO 400 (3) Research
- BIO 431 (3) and 461 (1) Genetics
- BIO 436 (3) Biochemistry
- BIO 499 (1) Seminar
- Electives (4)

Required courses in Chemistry: 16 hrs

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I
- Either CHE 222 (3) and 242 (1) Organic Chemistry II or CHE 350 (4) Quantitative Analytical Chemistry

Required courses in Physics: 8 hrs

- PHY 211 (3) and 241 (1) General Physics I
- PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

- MAT 144 (3) Functions and Graphs
- MAT 211 (4) Calculus I
- MAT 245 (3) Statistics I

Recommended course: 1 hr

- BIO 446 (1) Biochemistry Laboratory

B. **B. A. in Biology with a concentration in Molecular Biology: 54 hrs**

Required courses in Biology: 32 hrs

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 256 (1) Techniques in Microscopy
- BIO 258 (1) Techniques in Tissue Culture
- BIO 334 (3) and 344 (1) Microbiology
- BIO 351 (3) Cell Biology
- BIO 356 (4) Biotechnology
- BIO 400 (3) Research
- BIO 431 (3) and 461 (1) Genetics
- BIO 436 (3) Biochemistry
- BIO 499 (1) Seminar

Required courses in Chemistry: 12 hrs

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I

Required courses in Mathematics: 10 hrs

- MAT 144 (3) Functions and Graphs
- MAT 211 (4) Calculus I
- MAT 245 (3) Statistics I

C. **B.S. in Biology with a concentration in Health Science (Pre-medical, Pre-dental, and Pre-professional options): 72 hrs**

Required courses in Biology: 38 hrs

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 254 (3) Evolution of Biological Systems
- BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
- BIO 323 (3) and 343 (1) Vertebrate Physiology
- BIO 334 (3) and 344 (1) Microbiology
- BIO 351 (3) Cell Biology
- Electives (12)

Required courses in Chemistry: 16 hrs

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I
- CHE 222 (3) and 242 (1) Organic Chemistry II

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Functions and Graphs
 MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Clinical Experience and Application recommendations: All specified courses should be completed by the end of the Junior year. MCAT or DCAT should be taken in April of the Junior year. Biology electives may be completed at any time. Recommended electives in Biology include the following: BIO 222 (2) and 242 (2), BIO 211 (3) and 241 (1), and BIO 436 (3) and 446 (1).

Students should also have significant (minimum 500 hrs) volunteer or paid clinical experience. This should involve as much patient contact as possible.

D. B.S. in Biology with a concentration in Health Science (Pre-Pharmacy Option): 74 hrs

Required courses in Biology: 36 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 322 (3) and 342 (1) Human Anatomy and Physiology
 BIO 334 (3) and 344 (1) Microbiology
 BIO 436 (3) Biochemistry
 BIO 446 (1) Biochemistry Laboratory
 Electives (8)

*Required courses in Chemistry: 20 hrs**

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 CHE 350 (4) Quantitative Analytical Chemistry

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Functions and Graphs
 MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

**A student can receive a minor in Chemistry with only 3 additional hours at the 200 or 300 level.*

E. B.S. in Biology with a concentration in Health Science (Pre-Veterinary Medicine Option): 69 - 70 hrs

Required courses in Biology: 32 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 334 (3) and 344 (1) Microbiology
 BIO 431 (3) and 461 (1) Genetics
 BIO 436 (3) Biochemistry
 BIO 446 (1) Biochemistry Laboratory
 Electives (8)

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Function and Graphs
 MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

*Required courses in Nutrition: 3 - 4 hrs**

FN 227 (3) Nutrition or Ans. 230/250 (4)
 (CRC-NCSU) Animal Nutrition

Recommended Course: 3 hrs

PSY 334 (3) Animal Behavior

Clinical Experience and Application recommendations: Students should have a minimum of 400 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring or summer of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year. This would include all courses listed above except Comparative Vertebrate Anatomy. Applicants should have a minimum, overall GPA of 3.50 and a GRE score of 1800 to have a reasonable chance of acceptance. Veterinary schools have high standards and the competition is intense.

* Students who choose BIO 321 may not choose 322 and 342.

** BIO 436 and 446 is the same course as CHE 436 and 446.

*Starting in the year 2000 the NCSU Veterinary College will require that applicants take an Animal Nutrition course rather than human nutrition

F. B.S. in Biology with a concentration in Biological Diversity: 69 hrs

Required courses in Biology: 35 hrs

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 211 (3) and 241 (1) Plant Biology
- BIO 222 (2) and 242 (2) Invertebrate Zoology
- BIO 254 (3) Evolution of Biological System
- BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
- BIO 334 (3) and 344 (1) Microbiology
- BIO 352 (3) Symbiology
- BIO 358 (2) Aquatic Field Research
- BIO 359 (2) Terrestrial Field Research
- BIO 499 (1) Seminar

Required courses in Chemistry: 16 hrs

- CHE 111 (3) and 141 (1) General Chemistry
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I
- CHE 436 (3) and 446 (1) Biochemistry

Required courses in Physics: 8 hrs

- PHY 211 (3) and 241 (1) General Physics I
- PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

- MAT 144 (3) Functions and Graphs
- MAT 211 (4) Calculus I
- MAT 245 (3) Statistics I

Recommended courses:

- BIO 325 (4) Environmental Science
- BIO 234 (3) and 244 (1) Principles of Ecology

G. B.A. in Biology with a concentration in Biological Diversity: 49 hrs

Required courses in Biology: 31 hrs

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 211 (3) and 241 (1) Plant Biology
- BIO 222 (2) and 242 (2) Invertebrate Zoology
- BIO 254 (3) Evolution of Biological Systems
- BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
- BIO 352 (3) Symbiology
- BIO 358 (2) Aquatic Field Research
- BIO 359 (2) Terrestrial Field Research
- BIO 499 (1) Seminar

Required courses in Chemistry: 12 hrs

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I

Required courses in Mathematics: 6 hrs

- MAT 144 (3) Functions and Graphs
- MAT 245 (3) Statistics I

Recommended courses:

- BIO 234 (3) and 244 (1) Principles of Ecology
- BIO 325 (4) Environmental Science
- BIO 334 (3) and 344 (1) Microbiology

H. B. S. in Biology with a concentration in Environmental Science: 74 hrs

Required courses in Biology: 36hrs

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 211 (3) and 241 (1) Plant Biology
- BIO 222 (2) and 242 (2) Invertebrate Zoology
- BIO 234 (3) and 244 (1) Principles of Ecology
- BIO 325 (4) Environmental Science
- BIO 334 (3) and 344 (1) Microbiology
- BIO 499 (1) Seminar
- BIO electives (7hrs)

Required courses in Chemistry and Physical Science: 20 hrs

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I
- Either CHE 222 (3) and 242 (1) Organic Chemistry II or CHE 350 (4) Quantitative Analytical Chemistry
- GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

- PHY 211 (3) and 241 (1) General Physics I
- PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

- MAT 144 (3) Functions and Graphs
- MAT 211 (4) Calculus I
- MAT 245 (3) Statistics I

II. Licensure Programs

A. B.S. in Biology with Middle School Licensure

This may follow any concentration but must include the following:

Required courses in Biology

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 211 (3) and 241 (1) Plant Biology

BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology
 BIO 499 (1) Seminar
 Total hours in biology (36)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 or 436 (3) and 446 (1) Biochemistry
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Functions and Graphs
 MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

B. B.A. in Biology with Middle School Licensure

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 499 (1) Seminar
 Total hrs in Biology (30)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 204 (3)

Required courses in Mathematics: 6 hrs

MAT 144 (3) Functions and Graphs

MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

C. B. S. in Biology with 9-12 Licensure

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology
 BIO 499 (1) Seminar
 Total hours in biology (36)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 or 436 (3) and 446 (1) Biochemistry
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Functions and Graphs
 MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

D. B.A. in Biology with 9-12 Licensure

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 499 (1) Seminar
 Total hrs in Biology (30)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 204 (3) Principles of Physics

Required courses in Mathematics: 6 hrs

MAT 144 (3) Functions and Graphs
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

— *Requirements for a Minor*

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— *Curriculum*

BIO 101 GENERAL BIOLOGY I

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization with an emphasis on their relationships to human anatomy and physiology. Three lectures per week.

3 hours

BIO 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Corequisite or Prerequisite: BIO 101. Meets two hours per week.

1 hour

BIO 102 GENERAL BIOLOGY II

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Prerequisite: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

3 hours

BIO 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

1 hour

BIO 211 PLANT BIOLOGY

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as Fungi and algae. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

Fall, even-numbered years

3 hours

BIO 241 PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 hour

BIO 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 242. Three lectures per week.

Spring

2 hours

BIO 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 222. Three laboratory hours per week.

2 hours

BIO 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week.

Spring 3 hours

BIO 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Prerequisites: BIO 101 and 141. Corequisite: BIO 234. Three laboratory or field trip hours per week.

1 hour

BIO 252 HUMAN GENETICS

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. prerequisites: BIO 101, 141, 102, 142 or equivalents. Recommended: MAT 144 or equivalent. Three lectures per week.

Fall, odd-numbered years 3 hours

BIO 254 EVOLUTION OF BIOLOGICAL SYSTEMS

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. Prerequisites: BIO 101, 141 and 102, 142 or permission of the instructor.

Fall 3 hours

BIO 256 TECHNIQUES IN MICROSCOPY

The microscope and microscopy (techniques) are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. Prerequisites: BIO 101, 141, 102, 142. One practicum hour per week.

Fall 1 hour

BIO 258 TECHNIQUES IN TISSUE CULTURE

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue cul-

ture techniques. One practicum hour per week.

Spring 1 hour

BIO 311 HISTOLOGY

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. Prerequisites: BIO 101, 141, 102, and 142. BIO 321 and 345 are recommended. Three lecture-laboratory hours per week.

Spring, even-numbered years 3 hours

BIO 314 PARASITOLOGY

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. An integrated lecture and laboratory format will be used. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 and 242 are recommended.

Spring, odd-numbered years 3 hours

BIO 321 COMPARATIVE VERTEBRATE ANATOMY

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

Fall 2 hours

BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 321. Three laboratory hours per week.

2 hours

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

Spring 3 hours

BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

BIO 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101, 141, 102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

Fall 3 hours

BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 323. Three laboratory hours per week.

1 hour

BIO 325 ENVIRONMENTAL SCIENCE

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112. Three class hours and three laboratory hours per week.

Fall, odd-numbered years 4 hours

BIO 334 MICROBIOLOGY

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.

Spring 3 hours

BIO 344 MICROBIOLOGY LABORATORY

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

1 hour

BIO 351 CELL BIOLOGY

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescence, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 141, 112, 142. Three lecture hours per week.

Spring 3 hours

BIO 352 SYMBIOLOGY

The study of symbiosis (living together) between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: BIO 101, 141, 102, 142.

Fall 3 hours

BIO 356 BIOTECHNOLOGY

This course will cover the basics techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 141, 112, 142.

Fall 4 hours

BIO 358 AQUATIC FIELD RESEARCH

This course provides experience in the techniques

required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 141, 112, 142; MAT 245. One three-hour field meeting per week.

Fall, even-numbered years

2 hours

BIO 359 TERRESTRIAL FIELD RESEARCH

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112; Math 245. One three-hour field meeting per week.

Spring, odd-numbered years

2 hours

BIO 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour.

1 to 3 hours

BIO 431 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102, and 142. Recommended, MAT 144 or equivalent. Corequisite for biology majors: BIO 461. Three lectures per week.

Fall

3 hours

BIO 461 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 144 or equivalent. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 431. Three laboratory hours per week.

1 hour

BIO 436 BIOCHEMISTRY

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

Spring

3 hours

BIO 446 BIOCHEMISTRY LABORATORY

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Prerequisite: CHE through 221 and BIO 101, 141. Three laboratory hours per week. Also offered as CHE 446.

1 hour

BIO 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only.

Spring

1 hour

SCI 764 THE TEACHING OF SCIENCE

A course for students seeking teacher licensure in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.

Fall

3 hours

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology which may be of interest to biology majors.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through special studies options.

THE SCHOOL OF BUSINESS

Irving H. Wainwright Professor of Business Wessels, Acting Head, Professors , Oatsvall and Wakeman; Associate Professors Ammann, Bledsoe, Burpitt, Chappell, Ligon, Pencek; Assistant Professors Lippard, Shuey, York, and Hanner; Adjuncts Johnston, Smart, Steele and Tokas.

THE SCHOOL OF BUSINESS OFFERS A B.S. DEGREE WITH A major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in business administration with concentrations in economics, management, marketing, human resource management, and finance; a B.A. degree with a major in economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

This B.S. degree with a major in business administration with a concentration in management is available during the evenings through Undergraduate Degree Programs for Women Age 23+.

Mission Statement

The School of Business is committed to integrating professional and technical instruction with a quality liberal education. The school provides women the opportunity to obtain the knowledge and skills needed to perform successfully as business and community leaders.

School goals include development of: critical thinking skills through analysis, reflection and integration of concepts; ethical decision-making with the study of business; written communication skills; oral communications and presentation skills; and, research skills.

— Objectives of the Accounting Concentration

- To provide an overview of financial and managerial accounting to enable students to understand and utilize financial statements.
- To offer accounting majors courses which include topics covered on the CPA exam.
- To integrate technology into the accounting curriculum by requiring students to use computer software currently used in the accounting profession
- To prepare students to use various methods of tax research including both computerized and other resources.

— Objectives of the Economics Concentration

- To provide, as an integral part of the social science component of the liberal arts curriculum, an opportunity to become familiar with economic science.
- To provide a theoretical foundation for business decision making.
- To provide students with a general knowledge of economic problems and the framework for analyzing these problems.
- To provide courses that cover a wide variety of economic topics and the analytical tools needed to understand and solve economic problems as students prepare for careers or for further study in graduate school.

— Objectives of the Finance Concentration

- To provide students with the opportunity to learn principles of corporate and personal financial management.
- To integrate technology into the finance curriculum by using computers.
- To provide a theoretical foundation for business decision making.
- To develop and practice research skills through the use of case studies, group projects, and/or term projects.
- To provide additional study in either managerial or financial accounting to strengthen skills in the analysis and interpretation of financial data.

— Objectives of the Human Resource Management Concentration

- To provide students with an understanding of the role of Human Resource Management in the development of business and organizational strategies.
- To expose students in the Human Resource Management concentration to the major functions of HRM: recruiting, selection, training, labor relations and compensation.
- To provide students in the Human Resource Management concentration opportunities to learn and use research tools.
- To integrate current technology into the Human Resource Management concentration where appropriate.
- To provide students valuable HRM work experience through required internships.

— Objectives of the International Business Concentration

- To provide international business students with a broad-based understanding of the economic, political, cultural, and ethical environments within which international business occurs.

- To provide a thorough comprehension of the functional business areas involved in international business.
- To develop an understanding of the importance of linguistics skills for the international business woman and to enable students to become proficient in a spoken language.
- To integrate technology into the international business curriculum where appropriate.
- To develop and practice presentation skills through the use of case studies, group projects and/or term projects.

— *Objectives of the Management Concentration*

- To encourage the development of a personal management philosophy and attitudes that would enable students to enter and progress successfully through a variety of business career tracts.
- To expose students to the different schools of management thought and to provide opportunities to apply theoretical concepts.
- To provide opportunities to apply case analysis techniques through written and presentation applications.
- To offer students information covering the history of management, the principles and functions of management which apply to a variety of organizational settings
- To integrate technology into the management curriculum where appropriate.
- To provide students in the management concentration opportunities to develop and practice research skills.

— *Objectives of the Marketing Concentration*

- To provide marketing students with an understanding of the role of marketing in the development of business and organizational strategies.
- To provide a thorough understanding of the principles of marketing including the areas of pricing, distribution, promotion and product policy.
- To provide students in the marketing curriculum with the opportunity to construct, present, and implement a quality marketing plan for any product or service.
- To integrate technology into the marketing curriculum where appropriate.
- To expose marketing students to marketing research tools and to develop a framework for investigating and analyzing marketing problems.

— *Requirements for a B.S. Degree with a Major in Accounting*

Candidates for the Bachelor of Science degree in accounting must take 37 (or 38) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 333, 334, 335, 434; BUS 120 (or equivalency test), 346, 366, 490; ECO 210, 211; MAT 245 (or equivalent) and CIS 131.

Electives include: ACC 332, 435, 436, 437, 438; BUS 454 (or 457), 491, 494; and CSC 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

— *Requirements for a B.S. Degree with a Major in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 25-26 hours in a prescribed core and additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; ACC 230, 231; BUS 120 (or equivalency test), 346, 366, 490; and MAT 245 (or equivalent) and CIS 131.

Concentrations

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses approved by the department head.

The *Finance Concentration* permits students to focus on those courses which will develop and strengthen their skills in the areas of finance and to position them for entry-level positions in banking, stock brokerage firms, and mortgage companies. In addition to the core courses, students who elect this concentration must take MAT 211, ACC 332 OR 334, ECO 311, ECO 455, 491, 492, and 499 and 9 elective hours selected from ACC 334, 335, 434, 435, BUS 454, 480, and CSC 312, or related courses approved by the department head.

The *Human Resource Management Concentration* provides an opportunity for students to focus on those courses which will strengthen their skills in various areas of human resource management. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 446, 447, 449, 480 (must be a human resource internship), 499 and 6 additional hours chosen from BUS 448, 450, 454, ECO 335, 364, SOC 335 and PSY 422, CIS 312, or related courses approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 499 and 18 additional hours from accounting, business and economics courses numbered 300 and above, CIS 312 or related courses approved by the department head. (Note that ECO 374 does not count toward the major.)

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 465, 468, and 499 and 12 additional hours selected from BUS 448, 454, 461, 466, 467, 468, 469, 480, 491, 494, ECO 311, CIS 312, or related courses approved by the department head.

— Requirements for a B.S. Degree with a Major in International Business

Candidates for the Bachelor of Science degree in International Business must take 31-32 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332; BUS 120 (or equivalency test), 346, 366, 490, 499; ECO 210, 211; MAT 245 (or equivalent) and CIS 131. The elective 21 hours must be as follows: BUS 410, 469; ECO 434; REL 248; GEO 302 or 368; POL 210 or 204; and one course in contemporary area studies, e.g., HIS 308 or HIS 224 (or others as approved). The language minor must be a spoken language.

Minors

The school also offers minors of 21 hours each in accounting, actuarial economics, business administration, economics, finance, management, marketing, and human

resource management; these minors are available to complement majors in other departments only. At least 12 of the 21 hours must be taken at Meredith. Courses within the minors may not be taken for pass-fail grading.

The *Accounting Minor* includes a core of ACC 230, 231, 334, 335, and any three electives chosen from ACC 332, 333, 434, 435, 436, 437, 438; or BUS 454 or 457, 491.

The *Actuarial Economics Minor* includes ACC 230, 231, BUS 490, 492, ECO 210, 211 and 311.

The *Business Administration Minor* includes a core of ACC 230, BUS 346, ECO 210, 211, and any three electives chosen from ACC 231, BUS 366, 384, 410, 448, 454, 490, ECO 310 or 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 335, 364, 434, 435, 455, 456, BUS 461, 490, 491, 492, or 494.

The *Finance Minor* includes a core of ACC 230, 231, BUS 490, 491, 492, and ECO 211, and one elective chosen from ACC 332, 333, 334, 335, BUS 492, 494, ECO 210, 311, 455, or 456.

The *Management Minor* includes a core of ACC 230, BUS 346, 366, 446, 448, ECO 211, and one elective chosen from ACC 231, BUS 384, 410, 466, 468, 469, ECO 210 or 364.

The *Marketing Minor* includes a core of ACC 230, BUS 346, 366, 465, 468, ECO 211, and one elective chosen from ACC 231, BUS 384, 454, 461, 466, 467, 469, ECO 210 or 311.

The *Human Resource Management Minor* includes a core of ACC 230, BUS 346, 446, 447, 449, ECO 211, and one elective chosen from BUS 448, 450 or 480 (must be a human resource management internship).

— Requirements for B.A. Degree with a Major in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

— Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the school office or from the graduate school office.

A special five-year program is available for those majoring in accounting. A qualified student may begin taking

graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

— *Licensure*

The school offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the department head.

— *Curriculum*

Accounting

ACC 230 PRINCIPLES OF ACCOUNTING I

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

3 hours

ACC 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations; analysis of financial reports and statements, and preparation of cash flow statements. Prerequisite: ACC 230.

3 hours

ACC 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC 231.

3 hours

ACC 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: ACC 231 and 332 or 334. (ACC 332 is strongly recommended.)

Spring

3 hours

ACC 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study

of the development of accounting concepts and principles; short-, intermediate- and long-term obligations; and investments. Prerequisite: ACC 231 with a C or better grade or with instructor's permission.

Fall

3 hours

ACC 335 INTERMEDIATE ACCOUNTING II

A continuation of ACC 334, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC 334 with a C or better grade.

Spring

3 hours

ACC 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC 231.

Fall

3 hours

ACC 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: ACC 434.

Spring

3 hours

ACC 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC 335, BUS/CIS 120.

Fall

3 hours

ACC 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities and voluntary health and welfare organizations. Prerequisite: ACC 335, BUS/CIS 120.

Fall

3 hours

ACC 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility.

Related materials of professional importance will be used.
Prerequisite: ACC 335 or permission of instructor.

Spring 4 hours

Economics

ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 hours

ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 hours

ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

Fall 3 hours

ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

Spring 3 hours

ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

Fall, odd-numbered years (if sufficient demand) 3 hours

ECO 335 GENDER AND THE ECONOMY

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

Fall, odd-numbered years 3 hours

ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor

organizations, collective bargaining, labor legislation, and the economics of wage determination, labor legislation, and the economics of wage determination, Prerequisites: ECO 210 and 211.

Fall, even-numbered years 3 hours

ECO 374 CONSUMER ECONOMICS

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS 374.

Fall 3 hours

ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

Fall, odd-numbered years 3 hours

ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO 210 and 211.

Spring, even-numbered years (if sufficient demand) 3 hours

ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

Spring 3 hours

ECO 456 PUBLIC FINANCE

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

Spring, even-numbered years 3 hours

Finance

BUS 490 CORPORATION FINANCE

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 231, and MAT 245, BUS/CIS 120.

3 hours

BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.

Spring

3 hours

BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

Fall

3 hours

Marketing

BUS 366 PRINCIPLES OF MARKETING

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 hours

BUS 461 CONSUMER BEHAVIOR

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS 366

Fall

3 hours

BUS 465 MARKETING RESEARCH

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.

Fall

3 hours

BUS 466 SALES MANAGEMENT

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346, 366, and CIS 131.

3 hours

BUS 467 ADVERTISING AND SALES PROMOTION

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366, and CIS 131.

3 hours

BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366 and CIS 131.

3 hours

BUS 469 INTERNATIONAL MARKETING

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS 366.

Fall

3 hours

Management

BUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department. (Not open to junior or senior majors in the School of Business.)

Spring

3 hours

BUS 120 SPREADSHEETS

An introduction to and development of skills in the creation and use of spreadsheets. The student will also learn

how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as LOTUS 1-2-3, Excel, or Quatro Pro. Also offered as CIS 120. Pass-fail grading.

1 hour

BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

3 hours

BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

3 hours

BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210 and CIS 131.

Spring 3 hours

BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

3 hours

BUS 447 COMPENSATION AND BENEFITS

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisite: BUS 446.

Spring 3 hours

BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences,

small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: BUS 346.

3 hours

BUS 449 TRAINING AND DEVELOPMENT

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS 446.

Spring 3 hours

BUS 450 INDUSTRIAL RELATIONS

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisite: BUS 346.

Fall 3 hours

BUS 454 BUSINESS LAW I

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

Fall 3 hours

BUS 457 BUSINESS LAW II

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

Spring 3 hours

BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

3 hours

BUS 494 DECISION ANALYSIS

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

Spring, even-numbered years (if sufficient demand) 3 hours

BUS 499 BUSINESS POLICY

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Prerequisites: ACC 332 or

ECO 310, BUS 346, and senior standing.

3 hours

Other

BUS 764 TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

Fall

3 hours

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the school head and arrange for it through the special studies options listed on page 65.

CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, Head; Associate Professor Lewis; Assistant Professors Hazard and Powell; Adjuncts Holzknicht, Richter, and Warren.

THE OVERALL GOAL OF THE DEPARTMENT OF Chemistry and Physical Science is to provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the natural sciences and which enhance opportunities for employment and/or additional education. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and earth science to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships or the cooperative education program.

— Requirements for a Major

CORE CURRICULUM

1. CHE 111, 112, 221, 222, 350, 499
(with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 6 additional hours in chemistry courses numbered 200 or above
3. 6 elective hours from the following:
biology (200 level or above)
chemistry (200 level or above)
mathematics (200 level or above)
physics (200 level or above)

BACHELOR OF SCIENCE

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 441
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

— Requirements for Minors

Chemistry minor: Twenty hours of chemistry, including CHE 111, 141, 112, 142, and 12 hours selected from CHE 221/241, CHE 222/242 or CHE 436/446, CHE 350, CHE 420/441, or CHE 430/442, or CHE 474.

Chemical Physics: Nineteen hours of chemistry and physics, including CHE 111, 141, 112, 142, PHY 211, 241, 212, 242, and either CHE 420 or CHE 430.

Geography: Eighteen hours of geography including GEO 200, 240, 205, 236, and a minimum of 8 hours of geography at the 200 level or above (at least 3 of these hours must be at the 300 level). All elective hours must be approved by the department head.

— Curriculum

Chemistry

CHE 100 CHEMISTRY AND SOCIETY

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this

course will examine aspects of chemistry relevant to today's society.

Spring, odd-numbered years

3 hours

CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

Fall

3 hours

CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

Fall

1 hour

CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 144.

Spring

3 hours

CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

Spring

1 hour

CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

Fall

3 hours

CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221.

Fall

1 hour

CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

Spring

3 hours

CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per

week. Corequisite: CHE 222.

Spring

1 hour

CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week,

Spring, even-numbered years

4 hours

CHE 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour credit. Prerequisite: CHE 300 or consent of instructor.

1 to 3 hours

CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Fall, even-numbered years

3 hours

CHE 441 EXPERIMENTAL PHYSICAL CHEMISTRY I

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Concurrent registration in CHE 420 required.

Fall, even-numbered years

1 hour

CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Spring, odd-numbered years

3 hours

CHE 442 EXPERIMENTAL PHYSICAL CHEMISTRY II

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE 430. Concurrent registration in CHE 430 required.

Spring, odd-numbered years

1 hour

CHE 436 BIOCHEMISTRY

See BIO 436.

3 hours

CHE 446 BIOCHEMISTRY LABORATORY

See BIO 446.

1 hour

CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

Fall, odd-numbered years

3 hours

CHE 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

Physics

PHY 202 INTRODUCTION TO ASTRONOMY

This course provides an introduction to basic astronomy. Topics included the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics, and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments.

Fall, even-numbered years

3 hours

PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

Spring, even-numbered years

3 hours

PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

Fall

3 hours

PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

Fall

1 hour

PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

- Spring* 3 hours
PHY 242 GENERAL PHYSICS LABORATORY II
 Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.
Spring 1 hour
PHY 430 ATOMIC AND MOLECULAR STRUCTURE
 See CHE 430.
Spring, odd-numbered years 3 hours

Geography

ONLY GEO 200 and GEO 240 carry credit toward the general education requirement in the natural sciences. GEO 205, 236, 302, and 368 may be used for credit toward the general education requirements in the social sciences.

GEO 200 EARTH SCIENCE

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. Corequisite: GEO 240.

3 hours

GEO 240 EARTH SCIENCE LABORATORY

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. Corequisite: GEO 200.

1 hour

GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade.

Spring, odd-numbered years 3 hours

GEO 236 CONSERVATION OF NATURAL RESOURCES

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems.

Fall, odd-numbered years 3 hours

GEO 302 ECONOMIC GEOGRAPHY

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries.

Fall, even-numbered years 3 hours

GEO 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

Spring, even-numbered years 3 hours

SCI 764 THE TEACHING OF SCIENCE

For teacher licensure in science (6-9) or chemistry (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

Fall 3 hours

Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 65.

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

EDUCATION

Professor Kratzer, Head; Professors Johnson and Weir; Associate Professors Gleason, Heathcoat, and Parker; Assistant Professors Delaney, Graden, and Willoughby; Adjuncts Clemons, Dorsey, Jordan, Kocur, Midgett, Swart, and Torgerson; Administrative Faculty Lee.

—Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement, teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

—Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education degree leads to a N.C. graduate license in elementary education, English as a Second Language, or reading.

—Education Programs

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in birth

through kindergarten (B-K); elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, physical education, and occupational education: business education (grades 9-12) and family and consumer sciences education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.

A. Students who plan to teach

1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
 - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
 - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.
2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher

Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

Note: An applicant's overall grade point average must be 2.50 or above for admission to the program.

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Vice President for Academic Affairs by letter.
- B. Students who plan to become school social workers
 1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
 2. The registrar will send a copy of the Declaration of Major form to the Department of Education which will send the student a packet of materials for admission to teacher education and notify her adviser.
 3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Vice President for Academic Affairs by letter.
- II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)
 - A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.
 - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina educa-

tion license through Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the head of the Department of Education.

- III. **A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.**
- IV. Before a student enrolls in a middle or secondary methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Education Department Office (207 Ledford).

—Requirements for All Licenses and Endorsements

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary licensure areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

PRAXIS (formerly NTE exams) Requirements for All Programs

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Pre-professional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and *are subject to change*.

During or following the semester of student teaching, students are required to take the appropriate specialty area tests. The minimum score requirements are established by the State Board of Education and are subject to change.

All required examinations may be taken more than once. Minimum score requirements information is available from the Department of Education.

—Student Teaching Requirements

The following requirements must be met before a stu-

dent is permitted to student teach:

An overall grade point average of 2.5 or above by the end of the term prior to student teaching;

- A. A grade point average of at least 2.5 in the content area by the end of the semester prior to student teaching. "Content area" is defined as the content area courses listed in the Meredith Catalogue. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licensure programs except K-6;
- B. Observation and participation in the public schools;
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness;
- D. Satisfactory completion of all required methods courses;
- E. The required physical exam for public school teachers; and
- F. Filing of an application for student teaching placement with the Department of Education.

—Recommendations

1. In planning your course schedule each semester be advised that most professional studies courses, including most methods courses taught in departments other than the Education Department, require extensive school observations/field experiences outside scheduled class hours. Since most of these observations occur in a public school setting, this means that the observations will occur between the hours of 7:30 a.m. to 3:00 p.m. In identifying potential observation time in your overall schedule be sure to include travel time to and from the school site — usually at least 30 minutes each way.

2. It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester.

3. In order to be recommended for licensure, a student must complete an Advanced Technology Portfolio. This portfolio consists of ten projects which address specific technology competencies. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in professional studies classes, such as Foundations of American Education, which are taken early in a student's planned program of study. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

4. BLOCK semester can be either semester of the senior year provided all other professional education courses have been satisfactorily completed.

FOR K-6 LICENSURE ONLY:

5. It is strongly recommended that EDU 255 be taken early in a student's program.

6. EDU 340 and EDU 342 AND EDU 344 should be taken during the semester immediately preceding student teaching.

—Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Language arts.....(9)

- English composition and grammar:
- ENG 111, Principles of Writing (3)
- English Literature —ENG 201, Major British Writers (3)
- American Literature —ENG 206, Survey of American Literature (3) (Prerequisite: ENG 201)

Social studies.....(9)

- HIS 101, The Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)
- HIS 214, American History to 1876, or HIS 314, Colonial American History (3)
- SOC 335, Race and Ethnic Relations (3)
- (Prerequisite: SOC 230 or 260 or EDU 232)

Psychology.....(6)

- PSY 210 Developmental Psychology (3) or PSY 310 Child and Adolescent Psychology (Prerequisite: EDU 234 or PSY 100),
- PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science(8)

- BIO 101, General Biology I (3)
- BIO 141, General Biology I Laboratory (1)
- GEO 200, Earth Science (3)
- GEO 240, Earth Science Laboratory (1)

Mathematics(6)

- MAT 130, Exploring with Mathematics, or MAT 245, Statistics I (3)
- MAT 120, Finite Mathematics, or MAT 144, Functions and Graphs, or Any calculus course (3 or 4)

- Cultural arts3**
IDS 100, Appreciation of Fine Arts (3), or
ART 221 or 222 and MUS 214
- II. Major Study Program Requirements in an Area
Other than Education
- III. Professional Education Requirements for Elementary
Education (K-6) Students
(38 sem. hrs.)
- A. Professional Education, General.....6**
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
- B. Professional Education, Methods.....26**
Prior to the BLOCK semester (last semester of the
teacher program):
ART 744, Art in the Elementary School (2)
(Prerequisite: IDS 100 or ART 221 or 222)
HED 744, Health Education in the Elementary
School (2)
MUS 744, Music in the Elementary School (2)
(Prerequisite: IDS 100 or MUS 214)
ESS 744, Physical Education in the Elementary
School (2)
EDU 255, Literature in the Elementary School (2)
EDU 336, Mathematics in the Elementary
School (3)
EDU 340, Teaching in the Elementary School (3)
EDU 342, Preservice Practicum (1)
EDU 344, Communication Skills in the Elementary
School (3)
In the BLOCK semester (last semester of the teacher
education program):
EDU 440, Seminar in Education (1)
EDU 441, Introduction to Audio/Visual Materials
(1) [can be taken prior to BLOCK upon approval of
adviser]
EDU 457, Science in the Elementary School (2)
EDU 458, Social Studies in the Elementary
School (2)
- C. Professional Education, Practicum.....6**
In the BLOCK semester (last semester of the teacher
education program):
EDU 439, Observation and Directed Teaching (6)
- IV. An endorsement in French or Spanish may be added
to the K-6 license. Contact the Department of
Education or the Department of Foreign Language
for details.
- Middle Grades Teacher Education (Grades 6-9)
Program**
- Students who expect to obtain an initial N.C. license to
teach at the middle grades education (6-9) level must meet
both the course and minimum semester hour require-
ments below.
- I. General Education Requirements
- A. The general education requirements of the College
B. Within the general education requirements of the
College, the following specific requirements:
- Language arts9**
English Composition and Grammar:
ENG 111, Principles of Writing (3)
English Literature ENG 201, Major British
Writers (3)
American Literature ENG 206, Survey of American
Literature (3)
- Social studies9**
HIS 101, The Emergence of Western Civilization,
or
HIS 102, Modern Western Civilization (3)
HIS 215, American History Since 1876 (3)
SOC 335, Race and Ethnic Relations (3)
(Prerequisite: SOC 230 or SOC 260 or EDU 232
are strongly recommended)
- Psychology.....3**
PSY 312, The Psychology of Exceptional Individuals
(3) (Prerequisite: EDU 234 or PSY 100)
- Natural science8**
BIO 101, General Biology I (3)
BIO 141, General Biology I Laboratory (1)
GEO 200, Earth Science (3)
GEO 240, Earth Science Laboratory (1)
- Mathematics3**
MAT 120, Finite Mathematics (3), or
MAT 144, Functions and Graphs (3), or
MAT 211, Calculus I (4)
- Cultural arts3**
IDS 100, Appreciation of Fine Arts (3), or
ART 221, or 222 and MUS 214
- Health and Physical Education2**
HED 100, Contemporary Health Issues (2)
- II. Major Study Program Requirements in an Area
Other than Education
- III. Two concentrations chosen from: communication
skills, mathematics, science, or social studies.
(see Section V)
- IV. Professional Education Requirements for Middle
Grades Education (6-9) Students (24 sem. hrs.)
- A. Professional Education, General.....9**

- A. Professional Education, General.....9**
 Prior to the BLOCK semester (last semester of the teacher education program):
 EDU 232, Foundations of American Education (3)
 EDU 234, Educational Psychology (3)
 EDU 350, Teaching in the Middle School (3)
- B. Professional Education, Methods.....9-11**
 Prior to, or in, the BLOCK semester (last semester of the teacher education program):
 Methods 764 as appropriate to the required concentration (3)
 EDU 441, Introduction to Audio/Visual Materials (1)
 In the BLOCK semester (last semester of the teacher education program):
 EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)
 EDU 466, Preadolescent and Adolescent Behavior (3)
 EDU 471, Reading in the Content Areas (1-3)
- C. Professional Education, Practicum.....6**
 In the BLOCK semester (last semester of the teacher education program):
 EDU 439, Observation and Directed Teaching (6)
- V. Program Requirements for Middle Grades Teacher Education (6-9)**
- A. Communication Skills(6-9)**
1. The general education program requirements of the College
 2. The specific requirements within the general education program
 3. Major study program in an area other than education
 4. Concentration in Communication Skills (25)
 ENG 111, Principles of Writing (3)
 ENG 201, Major British Authors (3)
 ENG 206, Survey of American Literature (3)
 ENG 175, Grammar (1)
 ENG Literature elective (3)
 ENG 358, Advanced Composition: Expository and Technical (3)
 ENG 240 Introduction to Film (3)
 EDU 471, Reading in the Content Areas (3)
 COM 225, Fundamentals of Public Speaking (3)
 5. Subject area methods
 ENG 764, The Teaching of English (2)
 ENG 765, Practicum in Teaching of English (1)
- B. Mathematics(6-9)**
1. The general education program requirements of the College
 2. The specific requirements within the general education program
 3. Major study program in an area other than education
 4. **A concentration in mathematics.....19-20**
 MAT 144, Functions and Graphs (3)
 MAT 211, Calculus I (4)
 MAT 220, Linear Algebra (3), or MAT 212, Calculus II (4)
 MAT 250, Mathematical Reasoning (2)
 MAT 245, Statistics I (3)
 MAT 334, Modern College Geometry (3)
 MAT 910, Topics in Mathematics for Middle Grades (6-9) Licensure (1)
 5. **Computer Science.....(3)**
 CIS modules (3), or CSC 201, Computer Science with Java (3)
 6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics
- C. Science.....(6-9)**
1. The general education requirements of the College
 2. The specific requirements within the general education program
 3. A major study program in an area other than education
 4. **A concentration in science.....19**
 This may follow any concentration but must include the following:
Required courses in Biology
 BIO 101, General Biology I (3)
 BIO 141, General Biology I Lab (1)
 BIO 102, General Biology II (3)
 BIO 142, General Biology II Lab (1)
 CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab (1)
 PHY 204, Principles of Physics (3)
 GEO 200, Earth Science (3)
 GEO 240, Earth Science Lab (1)
- D. Social Studies(6-9)**
1. The general education requirements of the College
 2. The specific requirements within the general education program
 3. A major study program in an area other than education
 4. **A concentration in social studies.....21**
 HIS 101, Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)
 HIS 215, American History Since 1876 (3)

HIS 224, Introduction to Asian History (3)
 HIS 520, North Carolina History (3)
 ECO 210, Principles of Macroeconomics (3),
 or ECO 374, Consumer Economics (3)
 GEO 205, World Regional Geography (3)
 POL 100, American Political Systems, or
 POL 210, International Politics (3)

5. Subject matter methods

HIS 764, The Teaching of Social Studies

6. In addition to the above, the following courses
 are strongly recommended:

HIS 308, Twentieth Century Europe
 GEO 368, Political Geography

—**Secondary Teacher Education**
(Grades 9-12) Programs

Students who expect to obtain an initial N.C. license to
 teach at the secondary education (9-12) level must meet
 both the course and minimum semester hour require-
 ments listed below.

I. All College requirements for graduation including

A. General education requirements to include
 PSY 312, Psychology of Exceptional
 Individuals (3)

(Prerequisite: EDU 234 or PSY 100)

SOC 335, Race and Ethnic Relations (3)

(Students should take EDU 232 first)

B. The major study requirements

II. Additional specialty study requirements for area
 of licensure

III. Professional Education, General:

A. EDU 232, Foundations of American Education (3)

B. EDU 234, Educational Psychology (3)

C. METHODS 764 (3)

D. The BLOCK Courses

EDU 438, Field Experiences: Middle Grades and
 Secondary (1)

EDU 439, Observation and Directed Teaching
 (9-12) (6)

EDU 441, Introduction to Audio/Visual Materials

(1) [can be taken prior to BLOCK upon approval of
 faculty adviser]

EDU 466, Preadolescent and Adolescent Behavior
 (3)

EDU 467, The Secondary School (3)

EDU 471, Reading in the Content Areas (1-3)

IV. Program Requirements for Secondary Teacher
 Education (9-12)

A. Biology Licensure

B. A. in Biology with 9-12 Licensure30

This may follow any concentration but must
 include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 499 (1) Seminar
 Total hours in biology (30)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical
 Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 204 (3) Principles of Physics

Required courses in Mathematics: 6 hrs

MAT 144 (3) Functions and Graphs
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stat-
 ed by the education department for the sec-
 ondary teacher education program.

B. S. in Biology with 9-12 Licensure36

This may follow any concentration but must
 include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology
 BIO 499 (1) Seminar
 Total hours in biology (36)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical
 Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II

CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 or 436 (3) and 446 (1) Biochemistry
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Functions and Graphs
 MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

B. Chemistry Licensure

Bachelor of Science, Chemistry36

CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab (1)
 CHE 112, General Chemistry II (3)
 CHE 142, General Chemistry II Lab (1)
 CHE 221, Organic Chemistry I (3)
 CHE 241, Organic Chemistry I Lab (1)
 CHE 222, Organic Chemistry II (3)
 CHE 242, Organic Chemistry II Lab (1)
 CHE 350, Quantitative Analytical Chemistry (4)
 CHE 400, Research (1)
 CHE 420, Chemical Thermodynamics and Kinetics (3)
 CHE 430, Atomic and Molecular Structure (3)
 CHE 499, Chemistry Seminar (1)
 CHE Electives (8)

Mathematics14

MAT 211, Calculus I (4)
 MAT 212, Calculus II (4)
 MAT 220, Linear Algebra (3)
 MAT 354, Differential Equations (3)

Physics8

PHY 211, General Physics I (3)
 PHY 241, General Physics I Lab (1)
 PHY 212, General Physics II (3)
 PHY 242, General Physics II Lab (1)

Biology3

BIO 101, General Biology I (3)

Bachelor of Arts, Chemistry30

CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab
 CHE 112, General Chemistry II (3)
 CHE 142, General Chemistry II Lab (1)
 CHE 221, Organic Chemistry I (3)
 CHE 241, Organic Chemistry I Lab
 CHE 222, Organic Chemistry II (3)
 CHE 242, Organic Chemistry II Lab (1)
 CHE 350, Quantitative Analytical Chemistry (4)
 CHE 499, Seminar (1)
 Chemistry Electives (12)
 6 additional hours in chemistry numbered 200 or above
 6 additional hours from the following:
 mathematics (200 level or above)
 biology (200 level or above)
 chemistry (200 level or above)
 physics (200 level or above)

Mathematics4

MAT 211, Calculus I (4)

Physics8

PHY 211, General Physics I (3)
 PHY 241, General Physics I Lab (1)
 PHY 212, General Physics II (3)
 PHY 242, General Physics II Lab (1)

C. English Licensure39

ENG 111, Principles of Writing (3)
 ENG 175, Grammar (1)
 ENG 201, Major British Authors (3)
 ENG 202, Development of English Literature (3)
 ENG 206, Survey of American Literature (3)
 ENG 240, Introduction to Film (3)
 ENG 270, Introduction to Literary Research (3)
 ENG 330, African-American Writers (3)
 ENG 351, Old English (3)
 ENG 358, Advanced Composition (3)
 ENG 764, The Teaching of English (2)
 ENG 765, Practicum in Teaching of English (1)
 One course in world literature which is not American or British

In addition, prospective teachers must take:

One seminar (ENG 357, 359, or 498)
 One course in Shakespeare (ENG 355 or 356)
 One course in 18th or 19th century (ENG 340, 365, 367, or 368)
 One course in 20th century (ENG 335, 345, 350, 364, 370 or 371.)

Prospective teachers are strongly urged to take one course in communication or theatre.

D. Mathematics Licensure

Mathematics.....34

- MAT 144, Functions and Graphs (3)
 MAT 211, Calculus I (4)
 MAT 212, Calculus II (4)
 MAT 220, Linear Algebra (3)
 MAT 245, Statistics I (3)
 MAT 250, An Introduction to Mathematical Reasoning (2)
 MAT 313, Calculus III (3)
 MAT 321, Modern Abstract Algebra (3)
 MAT 334, Modern College Geometry (3)
 MAT 340, Mathematical Probability and Statistics (3)

From the following courses, prospective teachers must take 3 hours:

- CIS modules (3)
 CSC 201, Computer Science I with Java (3)

E. Social Studies Licensure**History Knowledge.....21**

- HIS 101, Emergence of Western Civilization, (3)
 HIS 102, Modern Western Civilization (3)
 HIS 214, American History to 1876, (3)
 HIS 215, American History Since 1876 (3)
 6 hours of Non-Western History, these may be chosen from the following listings:

- HIS 200, Introduction to Latin America
 HIS 224, Introduction to Asian History
 HIS 310, Modern China
 HIS 325, Asian Civilizations

or from Special Studies courses that may be offered in the history of Africa and the Middle East and other non-western areas

In addition the student is to select a course in the history of twentieth century from the following list:

- HIS 308, Twentieth Century Europe (3)
 POL 309, The Politics of the Vietnam War (3)
 HIS 319, Contemporary American History Since 1945 (3)
 HIS 330, U.S. and World History (3)

Social Science Knowledge.....21**Required Courses:.....9**

- ECO 211, Microeconomic Principles (3)
 POL 100, American Political System (3)
 GEOGRAPHY: *The student is to select one of the following:*
 GEO 205, World Regional Geography (3)
 GEO 236, Conservation of Natural Resources (3)
 GEO 302, Economic Geography (3)
 GEO 368, Political Geography (3)

Recommended Courses:

The student is to choose 12 hours from the following list or from the geography courses listed above:

- ECO 210, Macroeconomic Principles (3)
 POL 300, Law and Society (3)
 POL 301, The Constitution and the Rights of Americans
 POL 340, State and Local Political Systems (3)
 SOC 230, Principles of Sociology (3)
 SOC 335, Race and Ethnic Relations (3)

Or electives from anthropology, economics, human geography, politics, or sociology.

—Occupational Teacher Education Programs

Students who expect to obtain an initial N.C. license to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation, including:
 - A. General education requirements to include PSY 312, Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
 SOC 335, Race and Ethnic Relations (3)
 - B. The major study requirements
- II. Minimum semester hours in the occupational education certification subject areas:
 - A. Business and Office courses, semester hours39
 - B. Family and Consumer Sciences courses, semester hours48
- III. Minimum semester hours in professional education and related courses:
 - A. EDU 232, Foundations of American Education (3)
 - B. EDU 234, Educational Psychology (3)
 - C. METHODS 764 (3)
 - D. The BLOCK Courses
 EDU 438, Field Experiences: Middle Grades and Secondary (1)
 EDU 439, Observation and Directed Teaching (9-12) (6)
 EDU 441, Introduction to Audio/Visual Materials (1) [can be taken prior to BLOCK upon approval of faculty adviser]
 EDU 466, Preadolescent and Adolescent Behavior (3)
 EDU 467, The Secondary School (3)
 EDU 471, Reading in the Content Areas (1-3)
- IV. Courses in Business Education
 - A. Business and Office Education
 1. Basic Business Licensure57

These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for licensure.

Core

- ECO 210, Principles of Macroeconomics (3)
- ECO 211, Principles of Microeconomics (3)
- ACC 230, Accounting Principles I (3)
- ACC 231, Accounting Principles II (3)
- BUS 346, Management Principles (3)
- BUS 366, Marketing Principles (3)
- BUS 490, Corporate Finance (3)
- MAT 245, Statistics I (or equivalent) (3)

Concentration

- ACC 332, Managerial Accounting (3)
- BUS 499, Business Policy (3)
- BUS 384, Business Communication (3)
- BUS 454, Business Law (3)
- BUS 480, Business Internship (3)

Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9)

Requirements not counted in major

- Keyboard proficiency
- ECO 374, Consumer Economics (3)
- CIS modules (3), or CSC 201 Computer Science I with Java (3)

B. Family and Consumer Sciences Education

1. General education program requirements to include:

- PSY 312, Psychology of Exceptional Individuals (3)
- (Prerequisite: EDU 234 or PSY 100)
- 3 hours of computer modules (CIS series)
- SOC 335, Race and Ethnic Relations (3)

2. A major study program in Family and Consumer Sciences and

Child Development.....9

- CD 234, Preschool Child (3)
- CD 335, Marriage and Family Relationships (3)
- CD 436, Administration of Programs for Young Children (3)

Clothing and Fashion Merchandising6

- CFM 115, Beginning Clothing Construction (3)
- CFM 418, Textiles (3)

Foods and Nutrition12

- FN 124, Principles of Food (3)
- FN 326, Meal Management (2)
- FN 227, Nutrition (3)
- FN 327, Institutional Foods (3)
- FN 328, Food Service Equipment (1)

Interior Design and Housing6

- ID 245, Housing (3)
- ART 144, Interior Design I (3)

Consumer Resource Management6

- FCS 355, Family Resource Management (3)
- FCS/ECO 374, Consumer Economics (3)
- FCS 765, Methods of Teaching Family and Consumer Sciences

- HED 100 Contemporary Health Issues
- FCS 499, Professional Symposium (1)

Additional Hours (6)

Students must select 3 hours of additional electives from

- CD 438, Supporting and Strengthening Families
- CFM 316, Tailoring
- CFM 417, Apparel Design
- ID 246, Interior Design Materials

3. Additional Professional Education

- EDU 350, Teaching in The Middle School.

—School Social Worker Program

Students may wish to earn the N.C. school social worker license. Program requirements for school social work personnel follow:

1. General education program requirements to include:

- PSY 312, Psychology of Exceptional Individuals (3)
- (Prerequisites: EDU 234 or PSY 100)
- SOC 335, Race and Ethnic Relations (3)

2. Specific requirements for Social Work major

Specified Liberal Arts Courses12

(May also count toward general education requirements)

- BIO 101, General Biology I (3)
- SOC 230, Principles of Sociology (3)
- PSY 100, General Psychology (3)
- POL 100, American Political System (3)

Social Work Courses.....37

- SWK 241, Social Work as a Profession (3)
- SWK 302, Social Policy Analysis (3)
- SWK 304, Generalist Practice with Individuals (3)
- SWK 305, Generalist Practice with Families (3)
- SWK 307, Human Behavior for Social Work Practice: Infancy Through Childhood (3)

- SWK 308, Human Behavior for Social Work Practice: Adolescence Through Aging (3)
 SWK 309, Research Principles and Statistics for Social Work Practice (3)
 SWK 311, Preparation for Social Work Field Placement (1)
 SWK 401, Social Work Practice with Organizations and Communities (3)
 SWK 402, Social Work Field Experience (In Public School Setting) (12)
 SWK 403, Field Instruction Seminar (3)
- 3. Professional Education.....9**
 EDU 232, Foundations of American Education (3)
 EDU 234, Educational Psychology (3)
 SWK 405, School Social Work (3)

—*Special Subject Area Teacher Education (Grades K-12) Programs*

I. Art (K-12)

- A. General education program requirements

Humanities and Fine Arts.....22-27

- English Composition (3-6)
 Foreign Language (6)
 Literature (6)
 A three-hour course in major British authors, and
 A three-hour course in English, American, or world literature, or
 Any literature course in a foreign language
 Religion (6)
 A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
 Fine Arts (1-3)
 Chosen from one or more of the following categories: dance (theory or history), music, philosophy, speech, theatre

Social and Behavioral Sciences.....12

- HIS 101, The Emergence of Western Civilization (3), or
 HIS 102, Modern Western Civilization
 PSY 210, Developmental Psychology, or
 PSY 310, Child and Adolescent Development (3)
 PSY 312, The Psychology of Exceptional Individuals (3)
 SOC 335, Race and Ethnic Relations (3)

Mathematics and Natural Sciences.....13

- One laboratory course chosen from biology, chemistry, earth science, or physics (4)
 One course in mathematics (3)

Electives (6)

Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics or CSC 201.

Health and Physical Education.....4-5

Must include four activity courses, or
 Three activity courses and a two-hour course in health or first aid

B. The Art Core Curriculum.....20

- ART 100, Theory and Practice of Visual Arts (2)
 ART 101, Drawing I (3)
 ART 105, 2-D Design (3)
 ART 206, Color Theory (3)
 ART 221, Art History Survey I (3)
 ART 222, Art History Survey II (3)
 ART 494, Senior Project (1)

C. Other Required Art Courses.....27

- ART 201, Drawing II (3)
 ART 207, Three-Dimensional (3)
 ART 210, Beginning Painting (3)
 ART 160, Ceramics (3)
 ART 365, Sculpture (3)
 ART 270, Fibers or ART 275 Metals (3)
 ART 324, Topics in Modern Art History (3)
 ART 350 or ART 351, Printmaking (3)
 Art History elective (3)

D. Professional Education Courses.....23

- ART 734, Theory and Methods of Teaching Art Pre-K-5 (3)
 ART 735, Theory and Methods of Teaching Art 6-8 (3)
 ART 736, Theory and Methods of Teaching Art 9-12 (3)
 EDU 232, Foundations of American Education (3)
 EDU 234, Educational Psychology (3)
 EDU 441, Introduction to Audio/Visual Materials (1)
 EDU 439, Observation and Directed Teaching (6)
 EDU 471, Reading in the Content Areas (1)

II. Dance (K-12)

- A. All College requirements for graduation.

1. General Education requirements to include:

- PSY 210 or 310, Developmental Psychology (3)
 PSY 312, Psychology of Exceptional Individuals (3)
 SOC 335, Race and Ethnic Relations (3)

2. Major study requirements

- B. Dance License Requirements (K-12)
- Core Courses33**
- DAN 150, Perspectives in Dance (1)
 - DAN 159, Movement Improvisation (2)
 - DAN 250, Movement Fundamentals (2)
 - DAN 255, Movement Fundamentals Lab (1)
 - DAN 200, Dance Appreciation (3)
 - DAN 256, Composition I, (3)
 - DAN 359, Dance History (3)
- Dance Technique: ..Total of 10 hours to include**
- DAN 152, Folk and Square (1)
 - DAN 253/353, Modern II, III and/or IV (4)
 - DAN 251/351, Ballet II, III and/or IV (2)
 - DAN 254/354, Jazz II, III and/or IV (1)
 - Dance Electives Level II, III or IV (2)
 - BIO 322/342, Human Anatomy and Physiology (4)
 - HED 282, Prevention and Care of Movement Injuries (1)
 - ESS 482, Kinesiology (3)
- Licensure Concentration Required Courses**
- DAN 355, Creative Arts Touring Company (2)
 - DAN 357, Creative Arts Touring Company/Assistantship (1)
 - DAN 356, Composition II (3)
 - THE 246, Lighting and Sound (3)
 - DAN 257, Music for Dance (2)
 - DAN 352, Dance Repertory (2)
 - CIS Modules (3)
- Professional Education24**
- EDU 232, Foundations of American Education (3)
 - EDU 234, Education Psychology (3)
 - DAN 761, Theory/Methods of Teaching Dance, K-6 (3)
 - DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)
 - DAN 763, Reflective Teaching (3)
 - EDU 438, Field Experience (1)
 - EDU 441, Introduction to Audio/Visual Materials (1)
 - EDU 471, Reading in the Content Area (1)
 - EDU 439, Observation and Directed Teaching (6)
- III. Music (K-12)
- A. All college requirements for graduation.
- B. Program Requirements for Music Education (K-12)
Also fulfills General Education requirements
- Liberal Arts and Sciences42**
- English Composition (3)
 - Major British Writers (3)
- Foreign Language (6)
(Students will be placed at the appropriate level by the Department of Foreign Languages)
- Religion (6)
A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
- History of Western Civilization, 101 or 102 (3)
- Race and Ethnic Relations, Sociology 335 (3)
- Psychology of the Exceptional Individual (3)
- Mathematics (3)
- Lab Science (select from Biology, Chemistry, Earth Science, Physics) (4)
- Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)
- Electives in Liberal Arts and Sciences (4)
- Music and Professional Education83**
- Theory 100, 101, 202, 203 (12)
 - Ear Training 150, 151, 252, 253 (4)
 - Keyboard 140, 141, 242, 243 (4)
 - Music Literature 215 (2)
 - Music History 310, 311, 312, 313 (8)
 - Winds and Percussions 070 (4)
 - String Instruments 060 (2)
 - Guitar Lab 068 (1)
 - Instrumentation 304 (1)
 - Choral Arranging 308 (2)
 - Conducting 300, 301 (4)
 - Principal Applied Study (14)
 - Second Applied Study(ies) (3)
- Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective
- Graduation Recital 491 (1)
- Keyboard Proficiency
- Materials and Methods, Elementary 720 (2)
 - Materials and Methods, Middle 721 (2)
 - Materials and Methods, Secondary 722 (2)
- Educational Psychology (3)
- Foundations of American Education (3)
- Student Teaching 439 (Block) (6)
- Electives in Music, Professional Education, or Psychology (0-2)
- Reading, Education 344 or 471 (1-3)
- EDU 441, Introduction to Audio/Visual Materials (1)
- C. Instrumental Emphasis can be obtained by making the following amendments to the above program:
- MUA 060, String Instruments (3 hours)
 - MUS 306, Orchestration (2) substituted for

MUS 308, Arranging
 MUS 302, Conducting (2) substituted for
 MUS 301, Conducting
 MUS 723, Materials and Methods -
 Instrumental (2) substituted for MUS 722

IV. Physical Education (K-12)

A. All college requirements for graduation

1. General Education requirements include:

PSY 210, Developmental Psychology (3) or
 PSY 310, Psychology of Children and
 Adolescents

SOC 335, Race and Ethnic Relations (3)

2. Physical Education Licensure Requirements

Core Curriculum

HED 100, Contemporary Health Issues (2)

HED 200, First Aid (2)

BIO 322, Human Anatomy and
 Physiology (3)

BIO 342, Human Anatomy and Physiology
 Lab (1)

DAN 250, Movement Fundamentals (2)

ESS 200, Foundations of Physical

Education, Sport and Fitness (3)

ESS 255 Lifespan Motor Development (3)

ESS 300, Issues and Management of Sport
 and Physical Education (3)

ESS 355, Movement Concepts and Skill
 Development (4)

ESS 420, Assessment in Physical Education,
 Sport and Fitness (3)

ESS 482, Kinesiology (3)

ESS 485, Exercise Physiology (3)

ESS 486, Exercise Prescription
 Laboratory (1)

Those pursuing the physical education con-
 centration must select from the following:

from PED 110, 210 or 310 or swimming
 proficiency (1)

from PED 141, 241 (badminton) (1)

from PED 146, 246, 346, 476 (tennis) (1)

from PED 120 and 127 (physical fitness
 activities) (1)

CIS modules, 3 approved by department

Licensure Concentration

Skill Acquisition —

*Three additional physical education/dance
 activity selected from the following choices and
 approved by the department:*

PED 152, Folk and Square Dance (1)

PED 161, 162, 163, 164 (select two
different team sports) (2)

ESS 210, Selected Sports Activities (1)

ESS 215, Outdoor Leisure Pursuits (1)

Teaching Physical Education

ESS 743, Teaching Physical Education in
 the Elementary School for the Physical
 Educator (3)

ESS 745, Teaching Physical Education in
 the Middle and Secondary School (3)

ESS 746, Teaching Physical Education for
 Individuals with Special Needs (3)

Professional Education

EDU 232, Foundations of American
 Education (3)

EDU 234, Educational Psychology (3)

EDU 438, Field Experiences (1)

EDU 441, Introduction to Audio/
 visual (1)

EDU 471, Reading in the Content
 Areas (1)

EDU 439, Observation and Directed
 Teaching (6)

V. Theatre (K-12)

A. All college requirements for graduation

1. General Education requirements include:

PSY 210 or 310, Developmental
 Psychology (3)

PSY 312, Psychology of Exceptional
 Individuals (3)

SOC 335, Race and Ethnic Relations (3)

B. Theatre Licensure Requirements (K-12)

THE 114, Introduction to Theatre (3)

COM 150, Voice & Articulation (3)

THE 214, Creative Dramatics (3)

THE 224, Basic Acting (3)

THE 130, Performance Practicum (1)

THE 137, Stage Management Practicum (1)

COM/THE 141, Publicity Practicum (1)

THE 245, Stagecraft (3)

THE 246, Lighting & Sound (3)

THE 247, Costume & Makeup (3)

COM 330, Video Production (3)

THE 316, 317, History (6)

THE 320, Puppetry (3)

THE 350, Modern Drama (3) or

ENG 355 or 356 Shakespeare (3)

THE 425, Directing (3)

THE 496, Seminar in Musical Theatre (3)

THE 490, Project: area of specialization (3)

C. Professional Studies

- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)
- EDU 467, The Secondary School (3)
- EDU 471, Reading in the Content Area (1)
- EDU 441, Introduction to Audio-Visual Materials (1)
- EDU 255, Literature in Elementary School (2)
- THE 735, Methods of Teaching Theatre K-12 (3)
- EDU 438, Field Experiences: Middle and Secondary (1)
- EDU 439, Observation and Directed Teaching (6)

VI. French, Spanish (K-12)

A. All College requirements for graduation

1. General Education requirements to include:
 - PSY 210 or 310*, Developmental Psychology (3)
 - PSY 312*, Psychology of Exceptional Individuals (3)
 - SOC 335*, Race and Ethnic Relations (3)
2. Major study requirements

B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours are required to receive a B.A. degree in French and/ or Spanish.

French

- FRE 205, Intermediate French I, and
- FRE 206, Intermediate French II
- FRE 304, French Civilization
- FRE 305, Phonetics and Phonology
- FRE 306, Advanced Grammar, Composition and Linguistics
- FRE 307, Advanced Conversation
- FRE 364, Discoveries in French Literature I
- FRE 365, Discoveries in French Literature II
- FRE 350, Seminar (2 semesters)

The remaining six credit hours may be chosen from:

- FRE 301, Business French
- FRE 308, Francophone Literature
- FRE 309, French Women Writers
- FRE 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Spanish

- SPA 205, Intermediate Spanish I, and
- SPA 206, Intermediate Spanish II
- SPA 303, Civilization of Spain, or:

- SPA 304, Spanish American Civilization
- SPA 305, Phonetics and Phonology
- SPA 306, Advanced Grammar, Composition and Linguistics
- SPA 307, Advanced Conversation
- SPA 308, Readings in Hispanic Literature
- SPA 350, Seminar (2 semesters)
- SPA 351, The Development of Poetry
- SPA 352, The Development of Theater
- SPA 353, The Development of Short Fiction
- SPA 354, The Development of Long Narrative in Spanish Literature
- SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

900 level courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

C. Professional Education Requirements

- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)
- FL 764, The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools (4)
- EDU 438, Field Experience (1)
- EDU 441, Introduction to Audio/Visual Materials (1)
- EDU 466, Preadolescent, Adolescent Behavior (3)
- EDU 467, The Secondary School (3)
- EDU 471, Reading in Content Areas (1)
- EDU 439, Observation and Directed Teaching (6)

VII. Birth through Kindergarten Teacher Education Program

Students who expect to obtain an initial North Carolina license to teach children from birth through kindergarten must meet both the course and minimum semester hour requirements listed below.

A. General Education Requirements

1. The general education requirements of the College
2. Within the general education requirements of the College, the following specific requirements:

- Social and Behavior Sciences.....(9)
- PSY 210 Developmental Psychology (3) or
- PSY 310 Child and Adolescent Psychology (3)

PSY 312 The Psychology of Exceptional
Individuals (3) (Prerequisite: PSY 100)
SOC 335 Race and Ethnic Relations (3)

Mathematics(3)*
MAT 245 Statistics I (3)* Teachers seeking
BK licensure have a choice of two statistics
courses. They may take this course and meet
their general education requirement or they
may take PSY 200, which does not meet
their general education requirement.

Health, PE, and Dance(2)
HED 200 First Aid (2)

B. Major Study Program Requirements

C. Professional Education Requirements for Birth
through Kindergarten (BK) students

1. Professional Education, General(32)
 - EDU 232, Foundations of American
Education (3)
 - CIS Basic Computer Skills Courses (3 one-
hour courses)
 - CD 234 Preschool Child (3)
 - CD 334 Infant Development (3)
 - CD 336 Preschool Curriculum (4)
 - CD 340 Young Children's Learning
Environments (3)
 - CD 434 Infant Curriculum (4)
 - CD 438 Supporting and Strengthening
Families (3)
 - CD 440 Readings in Preschool Education
and Early Intervention (3)
 - PSY 422 Psychological Testing and
Evaluation (3)
2. Professional Education, Methods(15)
 - BK 341 Variations in Early Development (3)
 - BK 337 Observation of Young Children (3)
 - BK 445 Advanced Curriculum
Development (3)
 - BK 465 Teaming and Collaboration (3)
 - BK 475 Consultation, Supervision, and
Program Evaluation (3)
3. Professional Education, Practicum(7)
 - BK 342 Practicum (1)
 - BK 460 Clinical Internship: Infant/Toddler
(3)
 - BK 470 Clinical Internship:
Preschool/Kindergarten (3)

—*Curriculum*

EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening.

3 hours

EDU 234 EDUCATIONAL PSYCHOLOGY

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

3 hours

EDU 255 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered.

2 hours

EDU 336 MATHEMATICS IN THE ELEMENTARY SCHOOL

The mathematics content of the elementary school curriculum is reviewed as students investigate strategies for teaching and assessing that content. Observations and field experiences outside of the regularly scheduled class time are periodically expected. Therefore, students will want to take this course when their schedule allows for a two-hour block of time available (preferably 10–12 or 11–1) at least one day a week. Students are most successful in this course when they have successfully completed EDU 234, Educational Psychology, and are no more than two semesters away from student teaching.

3 hours

EDU 340 TEACHING IN THE ELEMENTARY SCHOOL

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies.

3 hours

EDU 342 PRESERVICE PRACTICUM

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. Some school observations will be required within the scheduled time period. Corequisite: EDU 344.

1 hour

EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required.

3 hours

EDU 350 TEACHING IN THE MIDDLE SCHOOL

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

Spring

3 hours

EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 35 hours in a middle school or secondary school setting will be required. BLOCK course. Pass-fail.

1 hour

EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business.

Weekly seminars are arranged. Fee \$300.00. Block course. Pass-fail grading only.

6 hours

EDU 440 SEMINAR IN EDUCATION

A study of the current issues having a direct influence upon educational practice and research. School observa-

tions required. Block course. Pass-fail grading only.

[Can be taken prior to BLOCK upon approval of adviser]

1 hour

EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Pass-fail grading only.

1 hour

EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course.

2 hours

EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course.

2 hours

EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and challenges of pre-adolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. BLOCK course.

3 hours

EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. BLOCK course.

3 hours

EDU 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. BLOCK course. Pass-fail and one hour credit or grade and three hours credit.

1 to 3 hours

Methods Courses

Specific methods courses are offered for each teacher certification program. In these courses students are introduced

to the methods used in their teaching field and levels.

The academic departments teach the methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

Before a student enrolls in a middle or secondary methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Education Department Office (207 Ledford).

Birth through Kindergarten Courses

BK 341 VARIATIONS IN EARLY DEVELOPMENT

An examination of biologic and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed.

Prerequisites: PSY 210/310, PSY312, CD 234, CD 334

Corequisites: CD 340 and BK 342

3 hours

BK 342 PRACTICUM

Placements in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. This course is to be taken concurrently with CD 340 Young Children's Learning Environments and BK 341 Variations in Early Development.

Prerequisites: PSY 210, 312, CD 234, CD 334

1 hour

BK 337 OBSERVATION OF YOUNG CHILDREN

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques such as parent-child and child-child interactions, assessment of play, and environmental assessment will be presented.

Prerequisites: PSY 210, CD 234, CD 334

Corequisites: BK 470, BK 475

3 hours

BK 445 ADVANCED CURRICULUM DEVELOPMENT

This course will focus on the application of developmental theory to curriculum planning and developmentally

appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development.

Prerequisites: All 300 level work in CD/BK, CD434

3 hours

BK 460 CLINICAL INTERNSHIP: INFANTS/TODDLERS

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Fee \$150.

Prerequisites: All 300 level courses CD/BK, CD 434 and permission of instructor.

Corequisite: BK 465

3 hours

BK 465 TEAMING AND COLLABORATION

This seminar will introduce students to the function of interdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The roles of the professional in assessment, planning, intervention, and case management, will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multi-disciplinary and trans-disciplinary programs. Issues related to ethics and professional conduct will be discussed.

Prerequisites: (same as for BK 445), plus CD438

Corequisite: BK 460

3 hours

BK 470 CLINICAL INTERNSHIP: PRESCHOOL/KINDERGARTEN

Supervised clinical internship in a BK preschool or kindergarten setting under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Fee \$150.

Prerequisites: All 300 level course work in CD/BK, permission of instructor.

Corequisites: BK 475 and BK 445

3 hours

BK 475 CONSULTATION, SUPERVISION, AND PROGRAM EVALUATION

This seminar will explore issues and topics related to collaborative consultation, such as models of consultation, principles of adult learning, the design and incorporation of therapeutic intervention into daily routines and activities, and interpersonal communication. Models of super-

vision, methods of program evaluation, and issues related to professional development will also be discussed.

Prerequisites: All 300 level work in CD/BK, plus CD 438

Corequisites: BK 470, BK 445

3 hours

ENGLISH

Professor Walton, Head; Professors English, Gilbert, Jackson, Taylor, and Webb; Associate Professors Colby, Grathwohl; Assistant Professors Britt, Duncan, Johnson and Miller; Writer-in-residence Newton; Adjuncts Cockshutt, Dearlove, Griswold, O'Shaughnessey, Roberts, and Rosser.

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in every student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for law and business.

— Requirements for a Major in English

Thirty-four – thirty-six hours in English, including 111, 201, 206, and 270. Also 375 or 925.

Twenty-one hours in the following areas:

- 3 in a survey course (202 or 330)
- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)
- 3 in 18th/19th Century British (340, 365, 367, or 368)
- 3 in 20th Century (335, 345, 350, 364, 370, or 371)
- 3 in a seminar (357, 359, 498)
- 3 in a 300-level elective (any course numbered 300 or above including ENG 358)

When choosing the twenty-one hours, an English major must include one poetry course (235, 202, 357, 364, 365, 367, 368) and one American course (330, 359, selected 940).

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

— Requirements for a Minor in English

Eighteen hours beyond ENG 111 and 112, 9 of which must be in courses at the 300 or 400 level.

— Requirements for a Minor in Professional Communications

Eighteen hours, including ART 140, COM 225, ENG 358*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 130, 230, 245, BUS 366, 466, 467, 468, COM 330, 350, 360, and CIS 112, 114, 120, 131, 140, 150, and 154. Professional Communications minors must demonstrate competence in word processing and one other CIS module. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

— Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

— Curriculum

ENG 90 REVIEW OF WRITING FUNDAMENTALS

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proof-reading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count

as college credit.

Fall 3 hours

ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

ENG 150 APPRENTICESHIP ON MEREDITH HERALD

An internship where students acquire skills in journalism and build a portfolio by working on the campus newspaper. Pass-fail grading only

1 hour

ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English certification students.

Spring 1 hour

ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th-century writer, and representative writers from the 19th and 20th centuries.

3 hours

ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts.

3 hours

ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

[ENG 235 WRITING OF POETRY]

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

Fall 3 hours

ENG 236 WRITING OF FICTION

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction.

Fall 3 hours

ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors.

Fall 3 hours

ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

Fall 3 hours

ENG 247 COPY-EDITING

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

Spring 3 hours

ENG 270 INTRODUCTION TO LITERARY RESEARCH AND CRITICAL THEORY

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly.

3 hours

ENG 330 AFRICAN-AMERICAN WRITERS

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

3 hours

ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

Fall 3 hours

ENG 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot,

* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications minor.

** Bracketed courses not offered in 2000-2001.

Hardy and others.

Spring 3 hours

[ENG 345 IRISH RENAISSANCE]

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

Spring 3 hours

ENG 350 MODERN DRAMA

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov and Shaw, the class will explore important twentieth century plays and conclude with contemporary pieces by such authors as Norman and Hwang. Work will include substantial reading and writing, with viewing and reviewing of performances. Cross listed as THE350.

Spring 3 hours

ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

Fall 3 hours

ENG 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

Spring 3 hours

ENG 355, 356 SHAKESPEARE

A study of selected English history plays and early comedies (355); selected tragedies, late comedies, and romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

Fall (ENG 355) 3 hours

Spring (ENG 356) 3 hours

ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisite: ENG 270 or the equivalent.

Fall 3 hours

ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a technical proposal, an academic

paper, a review, a how-to piece, and a travel piece. A brief review of grammar and proofreading

3 hours

ENG 359 SEMINAR IN AMERICAN LITERATURE

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206, and ENG 270 or equivalent.

3 hours

ENG 364 20TH-CENTURY POETRY IN ENGLISH

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

Spring 3 hours

[ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD]

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period.

Fall 3 hours

ENG 367 ENGLISH LITERATURE OF THE VICTORIAN PERIOD

A study of Victorian poetry and prose (fiction and non-fiction), with attention to the works of both men and women of the period.

Fall 3 hours

[ENG 368 ENGLISH LITERATURE OF THE 18TH CENTURY]

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

Spring 3 hours

ENG 370 20TH-CENTURY PROSE THROUGH 1945

A study of fiction, non-fiction, and drama by British and American writers from 1900–1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century.

Fall, even-numbered years 3 hours

ENG 371 20TH-CENTURY PROSE AFTER 1945

A study of fiction, non-fiction, and drama by British and American writers along with translated works of contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945.

Fall, odd-numbered years 3 hours

ENG 375 RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite: ENG 270.

1 hour

ENG 498 SEMINAR IN EUROPEAN LITERATURE

Representative epics, dramas, and novels of continental

literature studied in relation to English literature.
Prerequisite: ENG 270 or the equivalent.

Spring 3 hours

ENG 764 THE TEACHING OF ENGLISH

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

Spring 2 hours

ENG 765 PRACTICUM IN TEACHING OF ENGLISH

A lab where students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

Block course 1 hour

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 65. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES AND LITERATURES

Professor Pitts, Head; Professors Reiss, Short, Thomas, and Winz; Associate Professor Rey; Assistant Professors Concha, Martinez-Gongora, and Nittoli; Adjuncts Byer, Cox, Craddock, and Holland.

THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES OFFERS a major in French and Spanish, two years of Latin with some advanced work and three years of German. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program by:

- ensuring that students at every level acquire competence in the skills of listening, speaking, reading, and writing;
- ensuring that students gain extensive and competent undergraduate knowledge of a foreign language literature as a requirement for their major;
- ensuring that students understand the targeted foreign culture and civilization, gaining a greater appreciation of those cultures and of their own culture in order to make them more tolerant world citizens;
- helping students become productive, contributing world citizens;

- assisting and advising students and graduates to seek or continue employment which involves the use of a foreign language;

- preparing licensure candidates for effective, competent classroom teaching; and

- incorporating instructional technology into classes to help students explore the target language through the use of all available technical resources.

Minors are available in French, German, Italian studies, and Spanish. Eighteen hours of course work above the 100 level are required. Contact the department head for more information.

—Requirements for Majors in French and Spanish

Thirty-two (32) hours of course work above the 100 level are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, and 365 for the French major. For Spanish, they must include 303 or 304; 305, 306, and 307; and four of the following: 308, 351, 352, 353, or 354. Substitution for these literature courses can be made with the approval of the department head. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. French majors must also take HIS 102. Spanish majors have the option of taking either HIS 102 or HIS 200. Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

—Advanced Study

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 69.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

—Advanced Placement

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. *Students will not receive any credit if they place themselves on a lower level.* A placement test will be given during the summer and before the beginning of the semester for students who have had three

years of Spanish, French, or German, but students with fewer or more years of language study may take it at their request. The registrar's office will award students six hours credit for courses "skipped" on the intermediate level (205/206) upon completion of two three-hour courses at the 300 level with a grade of C or better. The student will then have earned a total of 12 credit hours in the language she studied. The foreign language requirement can never be waived except for students whose native tongue is not English.

— Curriculum

French

FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 103. Independent language laboratory work required per week.

Fall 3 hours

FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

Spring 3 hours

FRE 103 STRUCTURAL FRENCH

A thorough and accelerated review of first-year French for students who had two years of high school work in the language, but who cannot qualify for FRE 205. Independent language laboratory work required per week.

Fall 3 hours

FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 or FRE 103, and gradual introduction of graded readings. Independent language laboratory work required per week. Prerequisite: FRE 102, FRE 103 or equivalent.

Fall/Spring 3 hours

FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Independent language laboratory work required per week. Prerequisite: FRE 205 or equivalent.

Spring 3 hours

FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

Spring, odd-numbered years 3 hours

FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years 3 hours

FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Fall 3 hours

FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. One hour of non-credit writing laboratory required per week. Prerequisite: FRE 205 or equivalent.

Spring 3 hours

FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

Fall or Spring 3 hours

FRE 308 FRANCOPHONE LITERATURE

Introduction to a variety of texts from the French speaking world. Students will learn practice strategies on how to read and analyze a variety of literary genres in various media (text, film, song, artwork). Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.

Fall, even-numbered years 3 hours

FRE 309 FRENCH WOMEN WRITERS

Introduction to a broad range of female authorship from the Middle Ages to the present, expanding the student's understanding of ways in which female authorship is shaped by gender as well as by historical and social aspects. Students will learn practical strategies on how to read and analyze a variety of genres. Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.

Fall, odd-numbered years 3 hours

FRE 364 DISCOVERIES IN FRENCH LITERATURE I

Selected readings in French literature from the beginnings to the French Revolution with some emphasis on culture and civilization.

3 hours

FRE 365 DISCOVERIES IN FRENCH LITERATURE II

Selected readings in French literature from the French Revolution to the present.

3 hours

Note: Before enrolling in a literature course, a student should normally complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200-level sequence, may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.

FRE 300 LIFE AND STUDY ABROAD

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

FRE 350 FRENCH SEMINAR

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200- or 300-level course work or approval of instructor. Regular grading or pass/fail. Two semesters required of majors. May be repeated up to four times. Cannot fulfill general education language requirement.

Fall and Spring

1 hour

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

*For Licensure Only***FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY, MIDDLE, AND SECONDARY SCHOOLS**

Offered only in the Fall. Students should consult the department head.

Fall

4 hours

Internships

A limited number of internships for advanced students can be arranged through the department.

Certificat Pratique de Français Commercial et Economique

Meredith has been identified as a testing center for the Certificat Pratique, awarded by the Chambre de Commerce et d' Industrie de Paris. Advanced students should contact the department head for details.

Frequently, the department offers special courses under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

German**GER 101 ELEMENTARY GERMAN I**

Introduction to the German language. Grammar, graded readings, and some oral emphasis. Independent language laboratory work required per week.

Fall

3 hours

GER 102 ELEMENTARY GERMAN II

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Independent language laboratory work required per week.

Spring

3 hours

GER 205 INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. Independent language laboratory work required per week. Prerequisite: GER 102 or equivalent.

Fall

3 hours

GER 206 INTERMEDIATE GERMAN II

A continuation of German 205. More advanced grammar and readings and further emphasis on the spoken language. Independent language laboratory work required per week. Prerequisite: GER 205 or equivalent.

Spring

3 hours

GER 306 ADVANCED GERMAN GRAMMAR

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors

and minors in German. Prerequisite: GER 205/206 or equivalent.

Fall/Spring 3 hours

GER 307 ADVANCED CONVERSATION

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER 205, 206 or equivalent.

Fall or Spring 3 hours

GER 366 ADVANCED GERMAN READING

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 205, 206 or equivalent.

Fall or Spring 3 hours

GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

Italian

ITA 101 ELEMENTARY ITALIAN I

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings and oral emphasis. Independent language laboratory work required per week.

Fall 3 hours

ITA 102 ELEMENTARY ITALIAN II

A review and continuation of ITA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

Spring 3 hours

The minor in Italian studies combines language study with courses in history and art history. Italian studies minors must complete some course work either at NCSU or through study abroad. Students should consult the department head for further information.

Latin

LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. Independent computer work required per week.

Fall 3 hours

LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading. Independent computer work required per week.

Spring 3 hours

LAT 205 INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Independent computer work required per week.

Fall 3 hours

LAT 206 INTERMEDIATE LATIN II

A continuation of Latin 205 with further emphasis on advanced readings. Independent computer work required per week.

Spring 3 hours

Students should consult with the department head about the possibility of advanced Latin studies.

Spanish

SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 103. Independent language laboratory required per week.

Fall 3 hours

SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory required per week.

Spring 3 hours

SPA 103 STRUCTURAL SPANISH

A thorough and accelerated review of first year Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA 205. Independent language laboratory required per week.

Fall/Spring 3 hours

SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 or SPA 103, and gradual introduction of graded readings. Independent language laboratory required per week. Prerequisite: SPA 102, SPA 103, or equivalent.

Fall and Spring 3 hours

SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Independent language laboratory required per week. Prerequisite: SPA 205 or equivalent.

Spring 3 hours

SPA 303 CIVILIZATION OF SPAIN

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

Fall, even-numbered years 3 hours

SPA 304 SPANISH AMERICAN CIVILIZATION

The historical development in the Hispanic speaking countries of the world and the impact on their culture in various fields such as art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

Fall, odd-numbered years 3 hours

SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. One hour of non-credit language laboratory required per week. Prerequisite: SPA 205 or equivalent.

Fall 3 hours

SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Spring 3 hours

SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors.

Prerequisites: SPA 305, SPA 306.

Fall or Spring 3 hours

SPA 308 READINGS IN HISPANIC LITERATURE

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisite: Intermediate level proficiency.

Fall 3 hours

SPA 351 THE DEVELOPMENT OF POETRY

The introduction to poetic literary analysis and familiarity with poetry of Spain and Latin America is designed for students who are in the third or fourth year of college Spanish. Selections are read in chronological order, and each poem will be situated in its period and literary movement. Selections from both the epic (*El Cid*) and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inez de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes.

Fall, even-numbered years 3 hours

SPA 352 THE DEVELOPMENT OF THEATER

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inez de la Cruz, Usigli, Elena Garro, and Garcia Lorca.

Fall, odd-numbered years 3 hours

SPA 353 THE DEVELOPMENT OF SHORT FICTION

The introduction to the development of short fiction in the Spanish-speaking world is designed for students who are in their third or fourth year of college Spanish, students who have completed the Reading Techniques course at Meredith, or those students who are native/near native speakers of Spanish who are interested in reading more short fiction in Spanish. Selections will be read in chronological order and each will be situated in its own historical and literary period. Selections will represent a variety of periods and styles and may include, but will not be limited to, authors of stature such as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inez de la Cruz, Ricardo Palma, Ruben Dario, José Martí, Octavio Paz, and Rosario Castellanos.

Application toward requirements: Will count as a course in literature for the Spanish major. May be used to satisfy the general education requirement of a 3-hour course in a foreign literature. Prerequisite: SPA308 or permission of the instructor.

Spring, even-numbered years

3 hours

SPA 354 THE DEVELOPMENT OF LONG NARRATIVE IN SPANISH LITERATURE

Spanish 354 will begin a chronological survey of long Spanish narratives, covering important developments in both the Peninsular as well as the Latin American narrative. Selected chapters from the proto-novel, *La Celestina*, and passages from the first authentic Western novel, Cervantes' *Don Quijote*, as well as selections from other peninsular novels will be read. Three or four novels from contemporary Spain and Latin America will also be read in their entirety. These latter works will be assigned according to theme rather than period due to the enormity of Hispanic literary production in this century. In addition to reading the works themselves, students will investigate various avenues of literary criticism. They will also have the opportunity to view part of an excellent cinematographical representation of the first six chapters of the *Quijote*. The final project of the course is a paper based upon the work(s) of a novelist of the student's choice in which she will also use her preferred theory of literary criticism to analyze the text.

Application toward requirements: Will count as a course in literature for the Spanish major. May be used to satisfy the general education requirement of a 3-hour course in a foreign literature. Prerequisite: SPA308 or permission of the instructor.

Spring, odd-numbered years

3 hours

NOTE: Before enrolling in a literature course, a student should normally complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200-level sequence may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.

SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass/fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

SPA 350 SPANISH SEMINAR

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass/fail. May be repeated up to four times for credit. Two semesters required of majors. Cannot fulfill general education language requirement.

Fall and Spring

1 hour

For Licensure Only

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY, MIDDLE SCHOOLS AND SECONDARY SCHOOLS.

Offered only in the Fall. Students should consult the department head.

Fall

4 hours

Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

HEALTH, PHYSICAL EDUCATION, AND DANCE

Professor Chamblee, Head and Athletic Director; Associate Professors Brown, Campbell, Clancy, Colwell-Waber and Shapiro; Assistant Professors Hatchell and Kovell; Instructor Belcher; Adjuncts, Beadle, Bradford, Browning, Bugarin, Drury-Rhoner, Gerig, Hannah, Jackson, Mayberry, Powell, Puett, and Raley.

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

— Programs Offered

The department offers programs of study leading to:

Bachelor of Arts degree with a major in Dance, Bachelor of Science degree with a major in Exercise and Sports Science.

The Bachelor of Arts degree with a major in Dance includes a 34 credit hour core curriculum and three areas of concentration: Performance and Choreography, Private Studio Teaching, and Dance Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 40 credit hour core curriculum. Majors may select the exercise and sports science general track, or from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The department also offers minors in dance, and exercise and sports science. Students who wish to pursue special studies or contractual majors should consult with the department head.

— General Education Program Goals

The Health, Physical Education, and Dance curriculum is designed to:

- provide students with opportunities to develop sufficient skills to pursue lifetime fitness, sport and dance activities,
- provide students with knowledge of and experience with safe, effective movement techniques,
- encourage students to develop a holistic attitude reflect-

ing an appreciation of the relationship between their physical and mental well-being,

- provide students with opportunities for creative thought and expression through movement,
- provide highly skilled students with opportunities to compete, perform or further refine their skills,
- provide students with the opportunity to develop leadership skills and
- enhance students' cultural and aesthetic awareness.

— Dance Major Program Goals

The dance major program of study is designed to:

- provide students with exciting, challenging, and innovative learning opportunities in the technical, creative, and theoretical aspects of dance which prepare them for professional work in the field and for continued study,
- engage students in the creative process of forming, performing, and producing dance,
- engage students in opportunities for reflection in which they connect what they learn through dance experiences to their lives and to the world in which they live,
- provide opportunities for students to experience diverse aesthetic points-of-view, modes of creation, and teaching styles through opportunities to work with guest artists,
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning and creating,
- promote a learning environment which is concurrently supportive and challenging,
- provide ongoing assessment of student's progress and performance, and
- enhance the quality of campus and community life through the production and sponsorship of dance performances, events, and workshops.

— Exercise and Sports Science Program Goals

The goals of the exercise and sports science majors' program of study are to ensure:

- understanding of content, current disciplinary concepts and tools of inquiry related to the development of a physically educated person,
- conceptual and experiential understanding of the subject matter of exercise and sport science and how this knowledge relates to diverse individuals and other disciplines,
- proficiency in varied exercise, motor, and sport skills,
- opportunities for pre-professional persons to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications,
- for pre-service teachers this would include opportunities

to observe, plan, teach, assess and develop curriculum for educational experiences at elementary, middle, and secondary levels,

- continued realization of physical activity and sport as life-enriching and health enhancing,
- continued learning, professional development, and reflective practice in the realm of exercise and sport science, and
- understanding of the use of technology in the field of physical education and exercise and sport science.

— *Requirements for a Major in Dance*

The requirements for a major in dance shall include fulfillment of general education requirements, the 34 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core Curriculum (34 credit hours)

DAN 150, Perspectives in Dance	(1)
DAN 159, Movement Improvisation I.....	(2)
DAN 250, Movement Fundamentals.....	(2)
DAN 255, Movement Fundamentals Lab	(1)
DAN 200, Dance Appreciation.....	(3)
DAN 256, Composition I.....	(3)
DAN 359, Dance History.....	(3)
Dance Technique: Total of 10 credit hours selected from the following:	
DAN 251,351, and/or 451; Ballet II, III, and/or IV	(2)
DAN 253,353, and/or 453; Modern II, III, and/or IV	(4)
DAN 254,354, and/or 454; Jazz II, III, and/or IV	(1)
Techniques Electives	(3)
HED 282, Prevention and Care of Injuries	(2)
BIO 322/342, Human Anatomy and Physiology.....	(4)
prerequisites: BIO 101/141, General Biology I and lab.....	(4)
BIO 102/142, General Biology II and lab	(4)
ESS 482, Kinesiology	(3)

Performance and Choreography

The Performance and Choreography Concentration prepares the "dance artist". The program of study provides for experiences which further train the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 34 credit hours, the student will complete 23 credit hours specified to fulfill the concentration requirements.

— *Requirements for a Major in Dance with a Concentration in Performance and Choreography:*

The Dance Core Curriculum	(34)
DAN 252, Participation in Choreographic Projects.....	(2)
DAN 258, Mind/ Body Integration	(2)
DAN 257, Music For Dance.....	(2)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Choreography.....	(1)
DAN 452, Dance Practicum in Technical Theatre.....	(1)
DAN 455, Dance Production.....	(3)
DAN 456, Meredith Dance Theatre	(4)
THE 246, Lighting and Sound	(3)
TOTAL hours for the major.....	(57)

Private Studio Teaching

The Private Studio Teaching Concentration prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 34 credit hours, the student will complete an additional 33 credit hours which provide experiences in performance, production, business and teaching.

— *Requirements for a Major in Dance with a Concentration in Private Studio Teaching:*

The Dance Core Curriculum	(34)
DAN 257, Music For Dance.....	(2)
DAN 355, Creative Arts Touring Company.....	(2)
DAN 357, Creative Arts Touring Company Assistantship.....	(1)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Field Teaching in a Private Studio	(2)
DAN 455, Dance Production.....	(3)
DAN 761, Theory and Methods of Teaching, K-6.....	(3)
DAN 762, Theory and Methods of Teaching, 7-12	(3)
BUS 110, Fundamentals of Business	(3)
THE 246, Lighting and Sound	(3)
THE 247, Costuming and Makeup.....	(3)
COM 260, Interpersonal Communication	(3)
TOTAL hours for the major.....	(67)

Dance Education

The Dance Education Concentration program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue*. In addition to the core curriculum of 34 credit hours, the student will complete 49 credit hours, including 13 hours in performance and production, and 36 in professional education classes.

— Requirements for a Major in Dance with a Concentration in Dance Education:

The Dance Core Curriculum	(34)
DAN 152, Folk & Square Dance	(1)
DAN 257, Music For Dance	(2)
DAN 355, Creative Arts Touring Company	(2)
DAN 357, Creative Arts Touring Company Assistantship	(1)
DAN 352, Dance Repertory	(2)
DAN 356, Composition II	(3)
THE 246, Lighting and Sound	(3)
DAN 761, Theory and Methods of Teaching, K-6	(3)
DAN 762, Theory and Methods of Teaching, 7-12	(3)
DAN 763, Reflective Teaching	(3)
CIS, Computer Modules (<i>approved in advance by program coordinator or department head</i>)	(3)
EDU 232, Foundations of American Education	(3)
EDU 234, Educational Psychology	(3)
EDU 438, Field Experience	(1)
EDU 441, Introduction to Audio/Visual Materials	(1)
EDU 471, Reading in the Content Area	(1)
EDU 439, Observation and Directed Teaching	(6)
PSY 210 or 310, Developmental Psych of Children and Adolescents	(3)
PSY 312, Psychology of Exceptional Individuals	(3)
SOC 335, Race and Ethnic Relations	(3)
TOTAL hours for the major	(83)

— Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 40 credit hour core curriculum in exercise and sports science listed below, and additional specified credit hours based on area of interest (general track, fitness and sports management, physical education).

The Core Curriculum (40 credit hours)

HED 100, Contemporary Health Issues	(2)
HED 200, First Aid	(2)
BIO 322, Human Anatomy and Physiology	(3)
BIO 342, Human Anatomy and Physiology Lab	(1)
<i>pre-requisites: BIO 101/141, General Biology I and lab</i>	
<i>BIO 102/142, General Biology II and lab</i>	
ESS 200, Foundations of Physical Education, Sport and Fitness	(3)
ESS 255, Lifespan Motor Development	(3)
DAN 250, Movement Fundamentals	(2)
ESS 300, Issues and Management of Sport and Physical Education	(3)
ESS 355, Motor Learning and Skill Performance	(3)
ESS 365, Qualitative Analysis of Movement	(1)
ESS 420, Assessment in Physical Education, Sport and Fitness	(3)
ESS 482, Kinesiology	(3)
ESS 485, Exercise Physiology	(3)
ESS 486, Exercise Prescription Laboratory	(1)
4 additional PED/DAN activity electives beyond general education requirements* (<i>must be taken for a grade, to be approved in advance by program coordinator or department head</i>)	
Those pursuing the physical education concentration must select from the following:	
from PED 110, 210 or 310 or swimming proficiency	(1)
from PED 141, 241 (badminton)	(1)
from PED 146, 246, 346, 476 (tennis)	(1)
from PED 120, 127 (physical fitness activities)	(1)

CIS—Select three computer modules (*approved in advance by program coordinator or department head*)

All activity courses (any courses with a PED prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

Exercise and Sports Science Major (General Track)

The Exercise and Sports Science major is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are

* Fulfills General Education Requirements.

provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science.

— Requirements for a Major in Exercise and Sports Science (General Track):

The Exercise and Sports Science Core Curriculum ...	(40)
HED 282, Prevention and Care of Movement Injuries	(2)
ESS 210, Selected Sports Activities	(1)
Four additional Physical Education/Dance	
Activity Electives (<i>must be taken for a grade, approved by</i>	
<i>program coordinator or department head</i>)	(4)
ESS 451 Practicum in Exercise and Sport Science	(3)

Select 6 hours from the following: (to be approved by the department head or the program coordinator)

ESS 329, Physical Fitness	(3)
ESS 746, Teaching Physical Education for Individuals with Special needs (K–12)	(3)
FN 227, Nutrition	(3)
CHE 111/141, General Chemistry I	
and General Chemistry Laboratory I	(4)
PSY 210, Developmental Psychology	(3)
<i>prerequisite: PSY 100, Introduction to Psychology</i>	
TOTAL hours for the Major	(56-57)

Fitness and Sports Management

The Fitness and Sports Management Concentration provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 40-hour core curriculum in exercise and sport science, the student will complete an additional 22 hours in exercise and sports science and business related courses.

— Requirements for a Major in Exercise and Sports Science with a concentration in Fitness and Sports Management:

The Exercise and Sports Science Core Curriculum ...	(40)
HED 282, Prevention and Care of Movement Injuries	(2)
ACC 230, Principles of Accounting I	(3)
BUS 346, Principles of Management	(3)
BUS 366, Principles of Marketing	(3)
BUS 384, Business Communications	(3)
ESS 450, Practicum in Fitness/Sports Management ...	(3)

Select 6 hours from the following:

ECO 211, Microeconomic Principles	(3)
BUS 446, Human Resource Management	(3)

BUS 448, Organizational Behavior	(3)
BUS 454, Business Law I	(3)
BUS 461, Consumer Behavior	(3)
BUS 467, Advertising and Sales Promotion	(3)
TOTAL hours for the major	(63)

Physical Education

The Physical Education Concentration program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue.* In addition to the core curriculum of 40 hours, the student will complete 35 credit hours, including 5 hours in skill acquisition and 30 hours in physical education methods and professional education classes.

— Requirements for a Major in Exercise and Sports Science with a concentration in Physical Education:

The Exercise and Sports Science Core Curriculum (40)

Skill Acquisition

Three additional Physical Education/Dance Activity Electives (3) *approved by the department including:*

PED152, Folk and Square Dance	(1)
from PED 161, 162, 163, 164 (select two <i>different</i> ...	
team sports)	(2)
ESS 210, Selected Sports Activities	(1)
ESS 215, Outdoor Leisure Pursuits	(1)

Teaching Physical Education

ESS 743, Teaching Physical Education in the Elementary School for the Physical Educator	(3)
ESS 745, Teaching Physical Education in the Middle and Secondary School	(3)
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12)	(3)

Professional Education Courses

PSY 210 or 310, Developmental /Psych of Children and Adolescents	(3)
SOC 335, Race and Ethnic Relations	(3)
EDU 232, Foundations	(3)
EDU 234, Educational Psychology	(3)
EDU 438, Field Experience	(1)
EDU 441, Introduction to Audiovisual	(1)
EDU 471, Reading in the Content Area	(1)
EDU 439, Observed and Directed Teaching	(6)
TOTAL hours for the major	(75)

— Requirements for a Minor in Dance:

Dance Technique	(8)
(Choose from two of the following categories: Ballet, Modern Dance, Jazz)	
DAN 150	(1)
DAN 156	(2)
DAN 256	(3)
DAN 359	(3)
Electives	(4)
(Choose from DAN 200, 250, 252, 255, 257, 258, 352, 355, 356, 357, 452, 455, 456, 761, 762 or 940's approved by Dance faculty adviser)	
TOTAL.....	(21)

— Requirements for a Minor in Exercise and Sports Science:

Electives	(14)
(Choose from BIO 322, 342; ESS 200, 255, 300, 329, 355, 365, 420, 482, 485, 486; FN 227, DAN 250)	
HED 100, 200 or 282.....	(2)
Activity courses.....	(4)
DAN 256.....	(3)
DAN 359.....	(3)
(Must include at least four of the following categories: team sports, individual sports, dual sports, fitness and dance. Selection require Departmental approval.)	
TOTAL.....	(20)

—Curriculum**Theory: Health****HED 100 CONTEMPORARY HEALTH ISSUES**

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

Fall semester *2 hours*

HED 200 FIRST AID*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

2 hours

HED 282 PREVENTION AND CARE OF INJURIES

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

Spring semester

2 hours

HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Includes observations and field experiences in a school setting during regular school hours. This course may not be used to fulfill general education requirements.

2 hours

Theory: Exercise and Sports Science/Physical Education**ESS 200 FOUNDATIONS OF PHYSICAL EDUCATION, SPORT AND FITNESS**

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and sociopsychological foundations and their implications on today's society. The course includes the study of current issues, problems, ethical concerns, and future directions related to the field.

Fall semester *3 hours*

ESS 210 SELECTED SPORTS ACTIVITIES

An introduction to track and field, flag football, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

Fall, even years *1 hour*

ESS 215 OUTDOOR LEISURE PURSUITS

This course will provide an overview of outdoor education skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. (off-campus selections may require a fee).

Fall semester, odd years *1 hour*

ESS 255 LIFESPAN MOTOR DEVELOPMENT

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skill acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

* Additional fee

- Spring semester* *3 hours*
- ESS 300 ISSUES AND MANAGEMENT OF SPORT AND PHYSICAL EDUCATION**
- The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.
- Spring semester* *3 hours*
- ESS 329 PHYSICAL FITNESS**
- A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.
- Spring semester (as needed)* *3 hours*
- ESS 355 MOTOR LEARNING AND SKILL PERFORMANCE**
- This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills.
- Fall semester, even years* *3 hours*
- ESS 365 QUALITATIVE ANALYSIS OF HUMAN MOVEMENT**
- This course will provide students with the theoretical foundation and experiential knowledge to qualitatively analyze human movement. Preparation, observation, evaluation and diagnosis, and intervention strategies are emphasized. Prerequisite: ESS 355.
- Spring semester, odd years* *1 hour*
- ESS 420 ASSESSMENT IN PHYSICAL EDUCATION, SPORT AND FITNESS**
- This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.
- Fall semester, odd years* *3 hours*
- ESS 450 PRACTICUM IN FITNESS/SPORTS MANAGEMENT**
- A supervised field experience in a sport or fitness management setting. Students will meet regularly with supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.
- ESS 451 PRACTICUM IN EXERCISE AND SPORTS SCIENCE**
- A supervised field experience in a fitness or health-related agency. Students will meet regularly with college supervisor to integrate exercise and sport science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisite: ESS 485, 486.
- 3 hours*
- ESS 482 KINESIOLOGY**
- A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisite: BIO 32 2 and 342.
- Fall Semester, even years* *3 hours*
- ESS 485 EXERCISE PHYSIOLOGY**
- A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and methods of physical training. Prerequisites: BIO 322, 342.
- Fall semester, odd years* *3 hours*
- ESS 486 EXERCISE PRESCRIPTION LABORATORY**
- This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of individuals. Prerequisites: BIO 322, 342.
- Fall semester, odd years* *1 hour*
- ESS 743 TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL FOR THE PHYSICAL EDUCATOR**
- A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches,

assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required. Prerequisite: DAN 250.

Fall semester, odd years *3 hours*

ESS 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting during regular school hours. Ten hours of observation required.

2 hours

ESS 745 TEACHING PHYSICAL EDUCATION IN THE MIDDLE AND SECONDARY SCHOOL

A course designed to offer students experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels. Co-requisite: ESS 355

Fall semester, even years *3 hours*

ESS 746 TEACHING PHYSICAL EDUCATION FOR INDIVIDUALS WITH SPECIAL NEEDS (K-12)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences. Prerequisite: DAN 250

Spring semester, even years *3 hours*

Theory: Dance

DAN 150 PERSPECTIVES IN DANCE

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences.

Recommended for freshman year.

Fall semester *1 hour*

DAN 200 DANCE APPRECIATION

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form

reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

3 hours

DAN 250 MOVEMENT FUNDAMENTALS

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities.

Fall semester *2 hours*

DAN 255 MOVEMENT FUNDAMENTALS LAB

This course is designed as a co-requisite to DAN 250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning.

Fall semester *1 hour*

DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. Prerequisite: DAN 159 or by permission of instructor.

Spring *3 hours*

DAN 257 MUSIC FOR DANCE

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

Fall semester, even years *2 hours*

DAN 356 DANCE COMPOSITION II

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Prerequisite

DAN 256.*Fall 3 hours***DAN 359 DANCE HISTORY**

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.

*Spring semester 3 hours***DAN 452 DANCE PRACTICUM**

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, body work, arts administration, etc. All course specifications must be approved by the instructor prior to registration.

Prerequisite for field teaching practicum: DAN 762.

*1 to 3 hours***DAN 455 DANCE PRODUCTION**

A survey of theatre crafts and arts management techniques involved in dance production, including lighting design, publicity and promotion, grantsmanship, touring and time management.

*Fall semester, odd years 3 hours***DAN 761 THEORY AND METHODS OF TEACHING DANCE, K-6**

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 250/255

*Spring '01, Fall '02, Spring '04 3 hours***DAN 762 THEORY AND METHODS OF TEACHING DANCE, 7-12**

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisite: DAN 761 or by permission of instructor.

*Fall '01, Spring '03, Fall '04 3 hours***DAN 763 REFLECTIVE TEACHING**

A course designed to provide the student with directed field experiences in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisite: DAN 761/762.

*Spring '02, Fall '03, Spring '05 1 to 3 hours***Activity Classes**

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring or minoring in dance or exercise and sports science.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade.

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit. Students may repeat Physical Education and Dance activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass/fail grading. (See page 62 for exception.)

Bowling and ice skating are taught by professionals at off-campus facilities.

Listed below are activity courses offered on a regular basis by the department. Offerings vary from semester to semester based on student interests, facilities and faculty.

Physical Education Activity Courses*Aquatics*

PED 110 Beginning Swimming* — A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.

PED 113 Synchronized Swimming I* — An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: PED 110 or equivalent experience.

PED 210 Intermediate Swimming — A course with emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills.

PED 212 Scuba Diving* — A course designed to teach

* Additional fee

basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: PED 210 or equivalent experience.

PED 310 Swim Conditioning — A course with emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.

PED 311 Lifeguarding* — A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience. (2 hours)

PED 312 Water Safety Instructor — A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety. Prerequisite: PED 210 or equivalent. (2 hours)

PED 313 Synchronized Swimming II — Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

Physical Fitness

PED 120 Cross Training — An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

PED 121 Aerobic Dance-Cardio Funk — A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED 122 Aerobic Dance-Exercise — A course designed to provide cardiovascular fitness through aerobic dance movements.

PED 124 Strength Training — An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED 125 Aquatic Fitness — A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Prerequisite: must be able to swim two lengths of the pool.

PED 126 Muscle Tone and Stretch — An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands.

PED 127 Conditioning — A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to Cybex strength machines and free weights, as well as cardiovascular equipment such as bikes, skiers, climbers, treadmills and transports.

Individual/DualSports

PED 140 Archery — Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED 141 Badminton I — A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play, and in-class competition.

PED 142 Bowling I* — Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

PED 143 Golf I* — A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

PED 146 Tennis I — A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play, and in-class competition.

PED 148 Yoga — This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED 149 Karate I* — This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardio-vascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation.

PED 150 Ice Skating* — Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

PED 152 Folk and Square Dance — An introduction to international folk dances, American Square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as DAN 152). *Fall, even years.*

PED 157 Country Line Dance — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as DAN 157)

PED 232 Selected Sports Activities — An introduction to track and field, flag football, and selected recreational

* Additional fee

sport activities. Includes instruction in basic skills, strategies and rules. Some classes held off campus. *Fall, even years.*

PED 233 Outdoor Leisure Pursuits — This course will provide an overview of outdoor education skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. (Off-campus selections may require a fee). *Fall, odd years.*

PED 241 Badminton II — Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. Prerequisite: PED 141 or equivalent experience.

PED 242 Bowling II* — Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

PED 243 Golf II* — Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management.

PED 246 Tennis II — Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles play and in-class competition. Prerequisite: PED 146 or equivalent experience.

PED 249 Karate II* — This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and Sparring. Prerequisite: PED 149 or equivalent experience.

PED 246 Tennis III — Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. Prerequisite: PED 246 or equivalent.

PED 349 Karate III* — This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. Prerequisite: PED 249 or equivalent experience.

Team Sports

PED 161 Basketball — A beginning level course which

includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED 162 Soccer — A beginning level course which includes instruction in shooting, passing, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED 163 Softball — A beginning level course which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play. Fast-pitch experience **NOT** required.

PED 164 Volleyball — A beginning level course which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

Intercollegiate Sports

Membership on teams is by try-outs.

A physical examination immediately preceding sports season is required.

PED 471 Intercollegiate Basketball — Winter season (1 hour, Fall; 1 hour, Spring)

PED 472 Intercollegiate Soccer — Fall season (2 hours, Fall)

PED 475 Intercollegiate Volleyball — Fall season (2 hours, Fall)

PED 476 Intercollegiate Tennis — Fall and spring season (2 hours, Fall; 2 hours, Spring)

PED 477 Intercollegiate Fast Pitch Softball — Spring season (2 hours, Spring)

Dance Activity Courses

DAN 151 Ballet I — A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN 152 Folk and Square Dance — An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as PED 152.) Fall, even years

DAN 153 Modern I — A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN 154 Jazz I — A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN 155 African Dance — A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning level students.

DAN 157 Country Line Dance — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as PED 157.)

DAN 158 Funk — This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN 159 Movement Improvisation — An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously. Spring semester (2 hours)

DAN 251 Ballet II — An low-intermediate level study of ballet technique. Appropriate for post-beginning students.

DAN 252 Participation in Choreographic Projects — This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN 356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. Prerequisite: DAN 159 or equivalent experience.

DAN 253 Modern II — An low-intermediate level study of modern dance technique. Appropriate for post-beginning students.

DAN 254 Jazz II — An low-intermediate level study of jazz dance technique. Appropriate for post-beginning students.

DAN 258 Mind/Body Integration — A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed. (2 hours)

DAN 259 Improvisation II — A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. Pre-requisite: DAN 159 or equivalent experience. (2 hours)

DAN 351 Ballet III — An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.

DAN 352 Dance Repertory — This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance

piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Permission of instructor needed.

DAN 353 Modern III — An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students.

DAN 354 Jazz III — An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.

DAN 355 Creative Arts Touring Company — This course is designed to provide student with opportunities to create, produce, and perform arts education in school settings. This focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students. Spring semester

DAN 357 Creative Arts Touring Assistantship — This course is designed for students who completed DAN 355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Pre-requisite: DAN 355 or 456. Spring semester

DAN 451 Ballet IV — An advanced level study of ballet technique with focus of the refinement of physical and performing skill. Appropriate for upper level students.

DAN 453 Modern IV — An advanced level of study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students.

DAN 454 Jazz IV — An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students.

DAN 456 Meredith Dance Theatre — A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of fall semester, and admittance into the company is for the entire year.

HISTORY AND POLITICS

Professor Novak, Head; Professors: Gates, Frazier, Kenan Professor: Price; Associate Professors: Happer, True-Weber; Assistant Professors: Keith and Piazza; Adjuncts: Khater, Kreis, Melomo, and Vickery.

THE DEPARTMENT OFFERS MAJORS IN HISTORY, Public History, American Civilization, International Studies, and Political Studies.

— Goals

The courses offered by the department are designed to develop in every student:

- a serious acceptance of the obligations of democratic citizenship,
- an informed attitude toward the modern world in its many historical and political dimensions, and
- the ability to be objective and discerning about the ideas and institutions of other peoples and cultures.

In addition, we provide our majors:

- the knowledge base appropriate to the fields they have chosen,
- the necessary skills in research, analysis, and communication
- effective individual advising on personal, academic, and career concerns, and
- the programs, experiences, and opportunities that will prepare them to choose and pursue meaningful careers in the workplace or further graduate study.

— Special Career Directions

History and Political Studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, historic sites, museums and archives, foreign service, international studies, journalism and editing, as well as numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks in vocational and professional areas.

— Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area.

— Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

— Requirements for a Major in History

A major in History consists of 30 hours, including HIS 101 or 102, 214 or 215, and 200 or 224 (or a special studies course in another non-Western region), 15 additional history hours chosen in consultation with the adviser and HIS 334 and 499 are required of all majors. Major professors: Dr. Novak, Dr. Happer.

— Requirements for a Major in Public History

A major in Public History consists of at least 36 hours, with a minimum of 24 hours in history, including an internship in a public history institution. Other required courses include HIS 214, 215, 300, 333, 334, 499 and 520, as well as POL 100 and 305, and ART 221 or 222. Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing. Major professors: Dr. Price.

— Requirements for a Major in American Civilization

A major in American Civilization consists of 36 hours, with a minimum of 15 hours in American history, HIS 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours from European or Asian fields. Major professors: Dr. Happer.

— Requirements for a Major in International Studies

A major in International Studies consists of 36 hours, with a minimum of 15 hours in modern international history, HIS 334 and 499, and 15 hours in related fields such as business, economics, geography, foreign language, and fine arts. The major should also, if possible, include study abroad. Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language. Major professor: Dr. Novak.

— Requirements for a Minor in History

The minor in History consists of 18 hours: HIS 334 and 15 additional hours chosen in consultation with the History faculty.

— *Requirements for a Minor in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

— *Curriculum*

History

HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

Fall and Spring 3 hours

HIS 102 MODERN WESTERN CIVILIZATION

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

Fall and Spring 3 hours

HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

Fall, even-numbered years 3 hours

HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

Fall 3 hours

HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

Spring 3 hours

HIS 224 INTRODUCTION TO ASIAN HISTORY

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in China, Japan, India, and other important Asian regions and countries.

Spring 3 hours

HIS 300 AN INTRODUCTION TO PUBLIC HISTORY

An introduction to the theoretical background of public history and its disciplines: historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

Spring 3 hours

HIS 302 ENGLISH HISTORY SINCE 1485 A.D.

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the British Islands and then across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

See Department Head 3 hours

HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

Spring, even-numbered years 3 hours

HIS 306 RUSSIA IN THE 20TH CENTURY

A study of the political, social and cultural development of Russia and the Soviet Union across the 20th century.

Fall, odd-numbered years 3 hours

HIS 307 THE AGE OF RENAISSANCE AND REFORMATION

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval towards modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds.

Spring, odd-numbered years 3 hours

HIS 308 TWENTIETH CENTURY EUROPE

War, revolution, depression, more war, genocide, the threat of nuclear annihilation: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

Fall, even-numbered years 3 hours

HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

See Department Head 3 hours

HIS 313 VICTORIAN AMERICA

A study of the cowboy west, art, literature, politics, religion, Native Americans, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

See Department Head 3 hours

HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

Spring, even-numbered years 3 hours

**HIS 319 CONTEMPORARY AMERICAN HISTORY
SINCE 1945**

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

Spring, even-numbered years 3 hours

HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

See Department Head 3 hours

HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.

Spring, odd-numbered years 3 hours

HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

Fall, odd-numbered years 3 hours

HIS 334 METHODS OF HISTORICAL RESEARCH

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course soon after she declares her major.

Fall and Spring 3 hours

HIS 499 SENIOR SEMINAR

An advanced course in historiography that builds upon the foundations established in HIS 334 and applies historical methods to gain a fuller understanding of events in the contemporary world. Each student will also prepare and present a senior project that reflects her individual training, interests and career direction. This course is required of all majors. Students who write honors theses should register for HIS 925 and attend this course.

Fall and Spring 3 hours

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

Fall, even-numbered years 3 hours

HIS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Spring 3 hours

HIS 930 COMMUNITY INTERNSHIP

Each major should consult her departmental adviser to arrange an appropriate internship experience, usually during her junior or senior year.

Fall and Spring 1-4 hours

Politics

— Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 205, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier, True-Weber, and Piazza.

—Requirements for a Minor in Political Studies

The minor in political studies consists of 18 hours: POL 100 and POL 205, and, in addition, 12 hours in politics courses selected in consultation with the political studies faculty.

—Curriculum

POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

Fall and Spring 3 hours

POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the former USSR, and at least one developing nation.

Spring, even-numbered years 3 hours

POL 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Prerequisite: Eng 111. Also offered as PHI 205.

Spring 3 hours

POL 210 INTERNATIONAL POLITICS

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

Fall 3 hours

POL 300 LAW AND SOCIETY

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

Spring 3 hours

POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic

thinking.

Fall 3 hours

POL 303 CONTEMPORARY AMERICAN POLICY AND POLITICS

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

Fall, even-numbered years 3 hours

POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

Spring, even-numbered years 3 hours

POL 309 THE POLITICS OF THE VIETNAM WAR

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

See Department Head 3 hours

POL 310 GENDER ISSUES IN LAW AND POLITICS

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography. A writing intensive course.

Spring 3 hours

POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 hours

POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Prerequisite: POL 205.

Fall 3 to 4 hours

CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in state government and politics. The core of the program is composed of two courses: State and Local Political Systems (POL 340) and Colloquium in North Carolina Politics (POL 341). These courses may be combined with a research project and/or an internship. The research project may be taken as an independent study or as the senior thesis (POL 334).

Spring, odd-numbered years 6 to 12 hours
May take 340 by itself. May only take 341 while taking 340.

POL 340 STATE AND LOCAL POLITICAL SYSTEMS

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system of government will be examined from the viewpoint of states and localities.

Spring, odd-numbered years

3 hours

POL 341 COLLOQUIUM IN NORTH CAROLINA POLITICS

Students will apply knowledge gained in 340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics.

Spring, odd-numbered years

3 hours

May only be taken while taking POL 340

POL 374 SOCIAL RESEARCH PRINCIPLES

See SOC 374 for description. Recommended for students wanting to pursue qualitative research projects.

3 hours

POL 375 SOCIAL RESEARCH METHODS AND STATISTICS

See SOC 375 for description.

3 hours

POL 930 COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups.

1 to 4 hours

Legal Assistant Courses**LEG 400 LEGAL SURVEY**

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Juniors and Seniors only. Written permission from the director of Legal Assistants Program required.

Fall and Spring

3 hours

LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400 or written permission from the Director of Legal Assistants Program required.

Spring

3 hours

Many other courses in history and politics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 69.

HUMAN ENVIRONMENTAL SCIENCES

Professor Tippet, Head; Professors Burpitt, Ellis, Goode; Associate Professors Clark, and Landis; Assistant Professor Diehl-Shaffer, Galant, Munroe, Winterhoff; Adjuncts Andron, Ballard, Barish, Cook, DiLeon, Morrison, Noland, Poorman, Roubanis, Sibert and Taylor.

THE DEPARTMENT USES AN INTERDISCIPLINARY approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of lives, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Clothing and Fashion Merchandising, Family and Consumer Sciences, Foods and Nutrition, and Interior Design.

The goals are that students will:

- apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society,
- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major, and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools; they may complete B-K or K-6 licensure combined with a child development degree; and they may also complete a second major or minor in another department.

The foods and nutrition major is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for Didactic Programs in Dietetics (Plan V). Graduates of this program are eligible for ADA Accredited Dietetic Internship Programs, ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

The Meredith College Dietetic Internship is accredited by the American Dietetic Association. Students enrolled in the dietetic internship will acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship will enable students to take the registration examination to become registered dietitians.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

— Requirements for a Major in Child Development

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through age eight. It prepares students for working with children in a variety of programs including educational programs for young children, early intervention programs, and agencies serving children and their families. When combined with licensure requirements it can prepare students to teach in the public schools in either a B-K or K-6 setting. Candidates for the child development major must take 37 hours in a prescribed core and an additional four courses (12-13 hours) from a list of approved electives. Required courses are CD 234, 334, 335, 336, 340, 438, 450 (this will be waived for K-6 students), FCS 355, 499; PSY 210 or 310, 312; HED 200; SOC 330. Electives include: CD 434, 436, 440; ECO 374; FN 227; EDU 234.

— Requirements for a Minor in Child Development

Required courses are CD 234, 334, 335, 336, 340, and 438.

— Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 34 hours in a prescribed core and 3 to 4 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 212, 213, 214, 315, 414, 418; FCS 499; ECO 211; and BUS 366, 467.

Concentrations

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 314 and CFM 413, BUS 346, and BUS 461. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, 417, 421; ART 101, 105, 206. Seniors may opt to take CFM 495 Senior Project instead of CFM 314 Retail Merchandising..

A minor of 21 hours is offered in either concentration of Clothing and Fashion Merchandising.

— Requirements for a Minor in Design

Required courses are CFM 114, 214, 315, 414, 415, 417, and 418.

— Requirements for a Minor in Merchandising

Required courses are CFM 212, 213, 214, 314, 413, and 418.

— Requirements for a Major in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The following courses will meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; FCS 764, 499; CHE 111, 141, 112, 142, 221, 241; MAT 144; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 346; ECO 210; PSY 100; SOC 230; COM 225; and MAT 245 or PSY 200

— Requirements for a Minor in Nutrition

Required courses are FN 124, 227, 325, 426, 428 and 425.

— Requirements for a Major in Interior Design

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program is accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 248, 343, 344, 348, 443, 444, 447; CFM 418; FCS 499; ART 101, 105, 206, 207, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211, 374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 248; ART 206, 207

Juniors: ID 245, 246, 343, 344, 348; ART 221 or 222; ART 248 or Art elective

Seniors: ID 443, 444, 447 and 448; CFM 418; FCS 499

— Requirements for a Minor in Interior Design

Required courses are ID 142, 144, 245, 246, 248, and CFM 418.

— Requirements for a Major in Family and Consumer Sciences

The family and consumer sciences major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the stu-

dent is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are FCS 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in the department of Human Environmental Sciences (CD, CFM, FN, ID, FCS).

— *Requirements for a Minor in Consumer Sciences*

Required courses are FN 227, CD 335, FCS 355 and 374, one interior design elective, one clothing and fashion merchandising elective, and one elective from the Human Environmental Sciences department.

— *Curriculum*

Child Development

CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Three hours of lecture and three hours of laboratory per week.

3 hours

CD 334 INFANT DEVELOPMENT

A study of the development of children from birth to age two, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture and two hours laboratory per week. Prerequisite: CD 234.

3 hours

CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

3 hours

CD 336 PRESCHOOL CURRICULUM

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Prerequisite: CD 234 and CD 340.

Fall and Spring Semesters

4 hours

CD 340 YOUNG CHILDREN'S LEARNING ENVIRONMENTS

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. Prerequisites: CD 234 and CD 334.

3 hours

CD 434 INFANT CURRICULUM

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Prerequisites: CD 234 and CD 334

Fall Semester

4 hours

CD 436 ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; and working with parents and governing boards. Health, safety, and nutritional concerns will also be addressed. Prerequisites: CD 234 or permission of instructor.

3 hours

CD 438 SUPPORTING AND STRENGTHENING FAMILIES

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: CD 234 and CD 344.

3 hours

CD 440 READINGS IN PRESCHOOL EDUCATION AND EARLY INTERVENTION

This course will trace the history of early childhood,

preschool education and early special education in the U.S. A special focus will be on examining theoretically-based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classroom and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Prerequisites: CD 234, CD 334, CD 340.

Spring semester 3 hours

CD 450 ADVANCED PRACTICUM AND SEMINAR IN PRESCHOOL TEACHING

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom and a member of the Child Development faculty. In addition to 150 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Prerequisites: CD 234, CD 334, CD 340 and CD 336.

Permission of the instructor 3 hours

Clothing and Fashion Merchandising

CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

3 hours

CFM 212 VISUAL MERCHANDISING

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

Fall 3 hours

CFM 213 CLOTHING AND SOCIETY

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

Spring 3 hours

CFM 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Fall 3 hours

CFM 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

Spring 4 hours

CFM 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Also available as ART 315.

Fall 3 hours

CFM 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

Fall, alternate years 3 hours

CFM 413 SPECIAL PROBLEMS IN RETAILING

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisite: CFM 314.

Spring 2 hours

CFM 414 APPAREL DESIGN DEVELOPMENT

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Prerequisite: CFM 115, 214.

Spring 2 hours

CFM 415 DRAPING

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. Application toward requirements: major, minor. Prerequisite CFM 115, CFM 417 or permission from instructor. Also available as ART 415.

Spring, alternate years (or as needed) 3 hours

CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115. Also available as ART 417

Fall, alternate years 3 hours

CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

3 hours

CFM 421 CAD APPAREL DESIGN
Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Prerequisites: CFM 115, CFM 417, computer experience.
Fall, Alternate years 3 hours

CFM 495 SENIOR PROJECT
Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least 10 complete, original outfit designs.
Spring 3 hours

Family and Consumer Sciences

FCS 355 FAMILY RESOURCE MANAGEMENT
The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.
3 hours

FCS 374 CONSUMER ECONOMICS
An analysis of intelligent consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.
3 hours

Seminar

FCS 499 PROFESSIONAL SYMPOSIUM
History, philosophy, and current trends in family and consumer sciences. Pass/fail grading only.
Fall 1 hour

Education

FCS 764 METHODS OF TEACHING FAMILY AND CONSUMER SCIENCES
A study of planning, implementing, and evaluating family and consumer sciences (formerly home economics) in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary family and consumer sciences education and nutrition majors. May not be counted toward a major.

3 hours

FCS 765 FAMILY AND CONSUMER SCIENCES EDUCATION
A survey of the curriculum for secondary family and consumer sciences education. Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA/HERO), and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.
Fall 2 hours

FCS 930 INTERNSHIP
Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.
1 to 3 hours

Foods and Nutrition

FN 124 PRINCIPLES OF FOOD
The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.
3 hours

FN 227 NUTRITION
Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.
3 hours

FN 325 NUTRITION DURING THE LIFE CYCLE
A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition. Prerequisite: FN 227.
3 hours

FN 327 INSTITUTIONAL FOODS
Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.
Fall 3 hours

FN 328 FOOD SERVICE EQUIPMENT
Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.
Fall 1 hour

FN 329 HOSPITALITY MANAGEMENT AND CATERING

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations, quality and marketing for a catering company. Prerequisites: FN 124, 227, 327/328.

Spring 3 hours

FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

Spring 3 hours

FN 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

Spring 3 hours

FN 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.

Fall 3 hours

FN 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.

Fall 3 hours

FN 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

Spring 3 hours

Interior Design**ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS**

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

Fall 3 hours

ID 144 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.

3 hours

ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

3 hours

ID 244 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six studio hours per week. Also offered as ART 244.

3 hours

ID 245 HOUSING ISSUES

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

Fall 3 hours

ID 246 INTERIOR DESIGN MATERIALS

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

ID 248 TECHNOLOGY APPLICATIONS FOR INTERIOR DESIGN

Exploration of technology techniques and tools for Interior Design. Design software and Internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID 144.

3 hour

ID 343 CONSTRUCTION TECHNOLOGY

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

Spring

3 hours

ID 344 INTERIOR DESIGN III

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

ID 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID 144 and 244.

Spring

3 hours

ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

3 hours

ID 444 INTERIOR DESIGN IV

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

Spring

3 hours

ID 447 CONTRACT INTERIOR DESIGN

The execution of creative and functional solutions for

commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

3 hours

ID 448 SPECIAL PROBLEMS IN CADD (COMPUTER AIDED DESIGN)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID 248.

3 hours

Students who wish advanced study in an area of human environmental sciences should consult with the department head and arrange for it through the special studies options listed on page 69.

MATHEMATICS AND COMPUTER SCIENCE

Professor Knight, Head; Professors Bouknight, Clay, Davis, and Kraines; Associate Professor Guglielmi; Assistant Professor Koster, Director of Computer Studies, Rosso; Instructor Schlintz; Adjuncts Bassett, Birch, Fuller, Gregorio, Jones, Kirk, O'Hara, Schiermeier, Sloan, Smith, Stanislaw, Tomek and Watkins.

— Goals and Objectives

THE OBJECTIVES OF THE COURSES AND programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to acquire skill in mathematical reasoning, logical and creative thinking, and problem solving, and to gain confidence in her abilities. Students will gain an appreciation of the wide application of mathematics in the world and they will understand and apply technology appropriately as a resource in problem solving.

Through hands-on computer "modules" students learn basic knowledge and skills needed for using personal computers. The goal of these modules is to teach students how to learn computer applications through learning details of a particular package. Special topics in computing are offered in the module format in addition to the modules listed below under Computer Information Systems. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

For majors and minors the department, provides mathematical and computer preparation for

- careers related to mathematics and computing,
- careers in business and the professions,
- careers in secondary, middle grades, and elementary teaching,
- graduate school, and
- general living and a lifetime of continuing education.

Objectives of computer-related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software,
- the ability to learn new programming languages and software packages,
- an appreciation for the power and limitations of computing, and
- an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems gives the student facility with computer theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems.

Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the department office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina. Endorsements in mathematics at these levels and endorsement in computer science at the secondary level are also available.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

— Requirements for Majors

CORE CURRICULUM FOR MATHEMATICS MAJORS

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I (4)

MAT 212 Calculus II (4)

MAT 220 Linear Algebra (3)

MAT 250 Mathematical Reasoning (2)

MAT 313 Calculus III (3)

TOTAL16

BACHELOR OF ARTS —**Mathematics**

1. Core Curriculum (16)
2. At least one course chosen from (3)
MAT 321 Modern Abstract Algebra
MAT 410 Advanced Calculus
MAT 415 Topics in Analysis
MAT 425 Topics in Algebra
MAT 434 Topics in Geometry and Topology
3. MAT 499 Senior Seminar (3)
4. Electives: Mathematics courses at 200 level or above (9)

TOTAL hours required31

Prerequisite hours: 3

BACHELOR OF SCIENCE —**Mathematics**

1. Core Curriculum (16)
2. MAT 410 Advanced Calculus (3)
3. At least two courses chosen from (6)
MAT 321 Modern Abstract Algebra
MAT 415 Topics in Analysis
MAT 425 Topics in Algebra
MAT 434 Topics in Geometry and Topology
4. MAT 499 Senior Seminar (3)
5. Electives: Mathematics courses at 200 level work or above (9)
6. CSC 201 Computer Science I with Java (3)
7. One of the following sequences: (8)
CHE 111-112 General Chemistry I and II, or
PHY 211-212 General Physics I and II
8. A total of at least 12 semester hours in one of the following related areas: (4-12)
Biology; business and economics; chemistry and physics; or computer science (this includes required courses above)

TOTAL hours required52-60

Prerequisite hours: 3

BACHELOR OF SCIENCE —**Computer Information Systems**

1. Computer Science Courses
CSC 201 Computer Science with Java (3)
CSC 203 Foundations of Computer Science (3)
CSC 212 Computer Science II: Advanced Programming with Java (3)
CSC/MAT 262 Discrete Mathematics (3)
CSC 301 Data Structures and Algorithms (3)
CSC 420 Computer Science Seminar (1)
- TOTAL**16

2. Computer Information Systems Courses
Prerequisite: CIS 101 and CIS 112; or ICCT (0-2)
CIS/BUS 120 Spreadsheets (1)
Two additional 100-level CIS electives (2)
CIS/CSC 312 Information Systems Management (3)
CIS/CSC 315 Database Theory and Design (3)
CIS 370 Ethics and Information Technology (1)
CIS/CSC 407 Software Engineering (3)
CIS 412 Systems Analysis and Design (3)
Elective: Computer Science or Computer Information Systems courses at 200 level or above (3)

TOTAL19-21

3. Mathematics Courses
MAT 120, MAT 141, MAT 144, or placement. (3)
MAT 245, Statistics (3)

TOTAL6

4. Business and Economics Courses
ACC 230 Accounting I (3)
ACC 231 Accounting II (3)
BUS 346 Management (3)
BUS 366 Marketing (3)
BUS 490 Corporation Finance (3)
ECO 211 Microeconomics (3)
- TOTAL**18
5. Cooperative Education or Internship
COE 302 Cooperative Education (1-4)
COE 403 Cooperative Education (1-4)
CSC 930 Internship (1-4)
Minimum of 4

TOTAL hours required63-65

Prerequisite hours: 0-2

BACHELOR OF SCIENCE —**Computer Science**

1. Computer Science Courses
Prerequisite: CIS 101 and CIS 112; or ICCT (0-2)
CSC 201 Computer Science I with Java (3)
CSC 203 Foundations of Computer Science (3)
CSC 212 Computer Science II: Advanced Programming in Java (3)
CSC/ MAT 262 Discrete Mathematics (3)
CSC 301 Data Structures and Algorithms (3)
CSC 311 Computer Organization (3)
CSC/CIS 315 Database Theory and Design (3)
CSC/MAT 360 Numerical Analysis (3)
CSC/CIS 407 Software Engineering (3)
CSC 420 Computer Science Seminar (1)
CSC 430 Operating Systems (3)

Electives: any Computer Science course at 300 level or above (3)

TOTAL.....34-36

2. Mathematics Courses

MAT 144 or MAT 141 and MAT 143 or placement (3)

MAT 211 Calculus I (4)

MAT 212 Calculus II (4)

MAT 220 Linear Algebra (3)

MAT 245 Statistics I (3)

TOTAL.....17

3. Science Courses

PHY 211/241 General Physics I and Lab (4)

PHY 212/242 General Physics II and Lab (4)

TOTAL.....8

4. Cooperative Education or Internship

COE 302 Cooperative Education (1-4)

COE 403 Cooperative Education (1-4)

CSC 930 Internship (1-4)

TOTAL 4

TOTAL hours required.....63-65

Prerequisite hours: 0-2

— *Licensure Requirements*

Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 120, MAT 144, or a calculus course.

Middle grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 144, 211, 245, 250 and 334. In addition, at least three hours in computer science or computer information systems are required.

Middle grades licensure in an area other than mathematics: MAT 120, MAT 144, or any calculus course.

Secondary (9-12) licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, 340, and 910. In addition, at least three hours in computer science or computer information systems are required.

Licensure endorsements are available in mathematics (6-9 or 9-12) and computer science (9-12). Requirements are available in the department office.

— *Requirements for a Minor in Mathematics*

19–20 hours including MAT 211, 212, 313, 220, and 5–6 hours MAT electives numbered 200 or above.

— *Requirements for a Minor in Computer Studies*

18 hours including CSC 201, 203, 212, and 9 hours of CSC or CIS electives including 6 hours numbered 300 or above and a maximum of 3 hours at the 100 level.

— *Requirements for a Minor in Mathematics/Computer Applications*

20 hours including MAT 211, 212, 245, and 9 hours in CIS, CSC, or MAT electives including a 3 hour computer language course, a 3 hour computer elective (200 level or above) and 3 hours in an applied mathematics or computer elective approved by the department head. This minor is not allowed for majors in MAT, CSC, or CIS.

— *Requirements for a Minor in Statistics*

20 hours including MAT 211, 212, 245, 340, 345, and a 3 hour elective in statistics approved by the department head. In the Statistics minor the first three courses can count toward the minor in statistics and a major in mathematics.

— *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 and MAT 144 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, MAT 211 and MAT 144 upon completion of MAT 313 with a grade of C or higher.

— *Curriculum*

Mathematics

MAT 090 INTERMEDIATE ALGEBRA REVIEW

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

2 hours

MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, simple and compound interest, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

3 hours

MAT 130 EXPLORING WITH MATHEMATICS

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fair division, Euler circuits, networks, sequences, population growth, similarity, symmetry, and fractals.

3 hours

MAT 141 COLLEGE ALGEBRA

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Application toward requirements: natural science and mathematics, licensure, elective. Credit not allowed for both MAT 141 and MAT 144.

3 hours

MAT 143 TRIGONOMETRY

The course will emphasize the use of analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions, and trigonometric identities. Graphing calculators will be used. Application toward requirements: natural sciences and mathematics. Credit not allowed for both MAT 143 and MAT 144.

2 hours

MAT 144 FUNCTIONS AND GRAPHS

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT 211 Calculus I. Credit not allowed for both MAT 141/143 and MAT 144.

3 hours

MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement.

4 hours

MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT 211 or placement.

4 hours

MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT 211.

3 hours

MAT 245 STATISTICS I

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. Prerequisite: MAT 120 or MAT 141 or MAT 144 or equivalent level of mathematical maturity. Credit not available for both this course and SOC 375.

3 hours

MAT 250 INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

MAT 262 DISCRETE MATHEMATICS

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC 262. Prerequisites: MAT 120 or MAT 141 or MAT 144.

3 hours

MAT 299 HONORS MATH LAB

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students'

understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisite/Corequisite: MAT 211.

1 hour Honors Credit

MAT 313 CALCULUS III

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students may use a computer package. Prerequisite: MAT 212 or placement.

3 hours

MAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisite: MAT 250.

Fall 3 hours

MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four MAT courses, 200 level or above, including MAT 250.

Fall, even-numbered years 3 hours

MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

Fall, odd-numbered years 3 hours

MAT 345 STATISTICS II

A continuation of MAT 245 which includes linear models (simple and multivariate), analysis of variance, and regression analysis (linear and non-linear). Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use statistical computer packages. Prerequisite: MAT 245 or equivalent.

Spring, odd-numbered years 3 hours

MAT 348 NON-PARAMETRIC STATISTICS

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative (nominally scaled) and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students

will use statistical computer packages. Prerequisite: MAT 245 or equivalent.

Spring, even-numbered years 3 hours

MAT 354 DIFFERENTIAL EQUATIONS

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

Spring, even-numbered years 3 hours

MAT 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC 360. Prerequisite: MAT 212.

Fall, even-numbered years 3 hours

MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

Spring, odd-numbered years 3 hours

MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

Spring 3 hours

MAT 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

Fall 3 hours

MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

Spring, odd-numbered years 3 hours

MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

Spring, even-numbered years 3 hours

MAT 499 SENIOR SEMINAR

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will

also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Prerequisites: A knowledge of presentation graphics, senior standing.

Fall *3 hours*

MAT 764 METHODS OF TEACHING MIDDLE GRADES/SECONDARY MATHEMATICS

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major. Prerequisite: Admission to Teacher Education Program or permission of instructor.

Fall *3 hours*

MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES LICENSURE

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades licensure with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. To arrange to take this course, contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

1 hour

Computer Information Systems

(See below for Computer Science)

Courses with CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

Computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis. Evidence of proficiency in the use of Windows and word processing as measured by the Introduction to Computing & Word Processing Competency Test (ICCT) is a prerequisite for most modules and many other courses across the campus that use the computer. The ICCT is offered at regular intervals and on demand. No credit is given for taking and passing the ICCT. Information on the knowledge and skills covered by the ICCT can be obtained in the department office. Special topics in computing are offered in the module format in addition to the modules listed.

CIS 101 INTRODUCTION TO COMPUTING

A basic introduction to using the PC with emphasis on a Graphical User Interface (GUI), such as Windows. An introduction to basic computer terminology; formatting and disk management; directory and file creation, use, and management will also be covered. An introduction to application software by using a wordprocessor. No prior knowledge of computers is required. Pass/fail grading.

1 hour

CIS 112 WORDPROCESSING

Formatting, storage, and retrieval of text-based documents including advanced features such as tables, columns, and merges. Extensive use of microcomputer software such as MS Word. Prerequisite: CIS 101 or the competency test (ICCT). Pass/fail grading.

1 hour

CIS 114 ADVANCED WORDPROCESSING

Advanced office skills such as creating a database, sorting, and merging; advanced tables and spreadsheet features; integrating pre-drawn graphics into documents; and desktop publishing. Other topics include: hypertext, the equation editor, and other topics as determined by the interests of the students. This course includes a project. Hands-on use of software such as Microsoft Word. Prerequisite: ICCT. Pass/fail grading.

1 hour

CIS 120 SPREADSHEETS

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as BUS 120. Pass/fail grading.

1 hour

CIS 131 PRESENTATION GRAPHICS

Charting data by graphical representation and designing diagrams for presentation purposes. Extensive use of microcomputer software such as Microsoft Powerpoint. The course culminates in a project, of the student's choice, which is presented at the end of the course. Prerequisite: ICCT. Pass/fail grading.

1 hour

CIS 140 DATABASES

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as Microsoft Access. Prerequisite: ICCT. Pass/fail grading.

1 hour

CIS 150 EXPLORING THE INTERNET

Among the topics to be explored are: history of the Internet, "Netiquette", using e-mail and news, getting files with FTP, the World Wide Web, dialing up, downloading, uploading files, telnet and more! Prerequisites: ICCT. An e-mail account must be obtained prior to the start of this course. Pass/fail grading.

1 hour

CIS 154 CREATING PAGES FOR THE WORLD WIDE WEB

Students learn to create their own Web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics. Prerequisite: CIS 150. Pass/fail grading.

1 hour

CIS 312 INFORMATION SYSTEMS MANAGEMENT

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Also offered as CSC 312. Prerequisite: Any CSC course, or three CIS modules.

3 hours

CIS 315 DATABASE THEORY AND DESIGN

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC 315. Prerequisite: CSC 301.

Fall

3 hours

CIS 370 ETHICS AND INFORMATION TECHNOLOGY

Discussion of the ethical and legal issues created by the introduction of information technology into everyday life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisite: five credit hours in CIS and/or CSC courses.

Spring

1 hour

CIS 407 SOFTWARE ENGINEERING

Introduction to principles of design, coding, and testing of software projects. The software development cycle, managing the implementation of large computer projects; programming as part of a project team. Also offered as CSC 407. Prerequisite: CSC 301.

Spring, odd-numbered years

3 hours

CIS 412 SYSTEMS ANALYSIS AND DESIGN

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisite: CIS 312.

Fall, even-numbered years

3 hours

Computer Science

Of the computer science classes listed below, only CSC 201 applies to the general education requirement for six elective hours in math and natural science. Students who take CSC 201 as an elective must also complete a three-hour mathematics course to satisfy the mathematics requirement.

CSC 201 COMPUTER SCIENCE I WITH JAVA

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document programs using techniques of good programming style. Counts as an elective in the mathematics and natural science category of the General Education requirements. (See the description of Category III C of the General Education Requirements.) Prerequisite: MAT 120 or MAT 141 or MAT 144 or ICCT.

3 hours

CSC 203 FOUNDATIONS OF COMPUTER SCIENCE

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of computation). Prerequisite: CSC 201.

Spring

3 hours

CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN JAVA

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features such as structs, pointers, dynamic

memory allocation, objects and classes, are studied.
Prerequisite: CSC 201.

3 hours

CSC 262 DISCRETE MATHEMATICS

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT 262. Prerequisites: MAT 120 or MAT 141 or MAT 144.

3 hours

CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are implemented. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212 and CSC/MAT 262.

Fall

3 hours

CSC 311 COMPUTER ORGANIZATION

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisite: CSC 203.

Fall, odd-numbered years

3 hours

CSC 312 INFORMATION SYSTEMS MANAGEMENT

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Also offered as CIS 312. Prerequisite: Any CSC course, or three CIS modules.

Spring

3 hours

CSC 315 DATABASE THEORY AND DESIGN

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS 315. Prerequisite: CSC 301.

Fall

3 hours

CSC 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT 360. Prerequisite: MAT 212.

Fall, even-numbered years

3 hours

CSC 407 SOFTWARE ENGINEERING

Introduction to principles of design, coding, and testing of software projects. The software development cycle, managing the implementation of large computer projects; programming as part of a project team. Also offered as CIS 407. Prerequisite: CSC 301.

Spring, odd-numbered years

3 hours

CSC 420 COMPUTER SCIENCE SEMINAR

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least two CSC courses numbered 200 or above and junior or senior standing.

Fall

1 hour

CSC 421 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

Spring

3 hours

CSC 430 OPERATING SYSTEMS

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Prerequisite: CSC 301 and CSC 311.

Spring, even-numbered years

3 hours

Under the auspices of Cooperating Raleigh Colleges, students in mathematics and computer science can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However with an additional year, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in mathematics and computer science should consult with the department head and arrange for it through the special studies options listed on page 69.

MUSIC, COMMUNICATION, AND THEATRE

Professor D. Lynch, Head; Professors Clyburn, Fogle, F. Page, and Vaglio; Associate Professors Creagh, C. Rodgers, and Williams; Assistant Professors Fredenburgh, Phillips, and Ross; Adjuncts Allemang, Atchley, Blackledge, Brewer, Brown, Carter, Cherry, Dunson, Dyke, Eagle, Entzi, Evans, Farrington, Foy, Friedli, Fuller, M. Garriss, P. Garriss, Gilmore, Halverson, Hanford, Heym, Hudson, Jolly, King, Lohr, Long, McCormick, Mitchell, Morgan, Nelson, Pittman, Partridge, Poniro, Porterfield, Randolph, Riva-Palacio, Sparks, A. Stephenson, E. Stephenson, and Thomas; Accompanists Dupre and Hoskins; Technical Supervisor and Facilities Coordinator W. Brown.

— Purpose

THE STUDY OF MUSIC, COMMUNICATION, and Theatre at Meredith has a threefold emphasis: (1) the importance of the performing and communication arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing or communication arts; (3) involvement in the artistic life of the community.

The student who chooses to major or concentrate in the arts of performance or communication will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

— Goals and Objectives

The objectives of the programs and courses offered by the Department of Music, Communication, and Theatre are to encourage the student to:

- develop creativity,
- develop critical thinking skills,
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body,
- pursue careers in the performing arts, arts education, business and professional settings, churches,
- develop aesthetic understanding through evaluation of important works of art related to music, communication, and theatre,
- gain knowledge of basic artistic and philosophical movements in history,

- gain knowledge and skills necessary to understand contributions of diverse cultures to music, communication, and theatre,
- understand the theoretical base applicable to each discipline,
- promote involvement in the artistic life of the community,
- understand and apply technology related to specific areas of music, communication, and theatre,
- understand the fundamental importance of arts education,
- accumulate the knowledge and experiences necessary to develop reflective thinking, and
- perform in public.

— Areas of Concentration

The department offers the following programs, arranged according to discipline:

Music

- the Bachelor of Arts with a major in music,
- the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy),
- the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including North Carolina teaching licensure, grades K-12, and
- A *Certificate in Church Music*, which may be earned in conjunction with any of the undergraduate majors in music.

Communication

— See pages 167-169

- the Bachelor of Arts with a major in communication.

Theatre — See pages 169-173

- the Bachelor of Arts with a major in theatre,
- the Bachelor of Arts with a major in musical theatre, and
- North Carolina teaching licensure, grades K-12, in theatre.

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* with a major in performance and pedagogy is also offered. Information is available in the Department of Music or in the John E. Weems Graduate School offices.

— Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

— Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

— Requirements for a Major in Music

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses	32
Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243.....	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Seminar in Music Literature 494	2
Applied Music and Electives	16
Minimum in applied music.....	8
Graduation Recital 491	1

Electives in Music.....	7
Ensembles	8 semesters

(For other B.A. programs in the department — major in communication, major in theatre, major in musical theatre, and teaching licensure in theatre — please see p. 167-173.)

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

Major in Performance

Liberal Arts and Sciences	42
English composition	3
Major British Writers	3
Foreign language	6-12

(Students will be placed at the appropriate level by the foreign languages department. Students concentrating in voice will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)

Religion.....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Sciences	6

A. History of Western Civilization (3)	
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)	
Mathematics and natural sciences	6-7
A. Mathematics (3)	
B. Natural Science (3-4)	
Select one course from the following categories: biology, chemistry, earth science, physics	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences	1-8

Music Courses82

1. Concentration in Keyboard, Instrument, or Composition

Theory 100, 101,202, 203	12
Ear-Training 150, 151,252, 253	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313 [*]	8
Pedagogy 220, 322 ¹	4
Conducting 300 and 301 or 302	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2
Literature of Applied Music 314 ²	2
Principal applied study	24
Secondary applied study(ies)	4
Junior Recital 390	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives ³	8
Ensembles	8 semesters

2. Concentration in Voice

Theory 100, 101,202,203	12
Ear-Training 150, 151,252, 253	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313	8
Pedagogy 220	2
Phonetics 256, 257, 258	3
Conducting 300, 301	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2

Literature of Applied Music 314	2
Voice	24
Secondary applied study(ies)	4
Junior Recital 390	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	7
Choral ensembles	8 semesters

3. Concentration in Piano Pedagogy

Theory 100, 101,202, 203	12
Keyboard 140, 141,242, 243	4
Ear-Training 150, 151, 252, 253	4
Music Literature 215	2
Conducting 300 and 301 or 302	4
Music History 310, 311,312, 313	8
Literature of Applied Music 314	2
Principal applied study (piano)	22
Secondary applied study(ies)	4
Pedagogy 220, 321,322, 423, 424, 425	12
Lecture-recital or workshop 391	1
Graduation Recital 490	1
Keyboard proficiency	
Electives in music	6
Ensembles	8 semesters

Major in Music Education

Liberal Arts and Sciences42

English Composition	3
Major British Writers	3
Foreign Language	6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)	

Religion	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Science	9

A. History of Western Civilization (3)	
B. Race and Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	

Mathematics and Natural Sciences	7
Mathematics (3)	
Natural Science (4)	

(Select from one of the following categories: biology, chemistry, earth science, physics)	
Health and Physical Education ⁴	4
(Choose four activities courses or two activities courses and a two hour course in health or first aid)	
Electives in liberal arts and sciences	4

¹ Composition concentration: substitute Computers and Music 506 and Instrumentation 304

² Composition concentration: substitute Choral Arranging 308

³ Composition concentration: 9 hours

Music and Professional Education82**Choral/General Emphasis**

Theory 100, 101, 202, 203.....	12
Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243.....	4
Music Literature 215.....	2
Music History 310, 311, 312, 313.....	8
Woodwind Instruments 070.....	2
Brass and Percussion Instruments 080.....	2
String Instruments 060.....	2
Guitar Lab 068.....	1
Instrumentation 304.....	1
Choral Arranging 308.....	2
Conducting 300, 301.....	4
Principal applied study.....	14
Secondary applied study(ies).....	3

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Graduation Recital 491.....	1
Keyboard proficiency.....	
Ensembles.....	7 semesters

Music and Professional Education.....82**Instrumental Emphasis**

Theory 100, 101, 202, 203.....	12
Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243.....	4
Music Literature 215.....	2
Music History 310, 311, 312, 313.....	8
Woodwind Instruments 070.....	2
Brass and Percussion Instruments 080.....	2
String Instruments 060.....	3
Guitar Lab 068.....	1
Instrumentation 304.....	1
Orchestration 306.....	2
Conducting 300, 302.....	4
Principal applied study.....	14
Secondary applied study(ies).....	2
(Secondary applied must include 1 hour of voice)	
Graduation Recital 491.....	1
Keyboard proficiency.....	
Instrumental ensembles.....	7 semesters
Choral ensembles.....	2 semesters

Education, Methods, and Elective Courses

Materials and Methods Elementary 720.....	2
Materials and Methods Middle 721.....	2
Materials and Methods Secondary 722.....	2
(Choral/General Emphasis) or	
Materials and Methods Instrumental 723.....	2
(Instrumental Emphasis)	
Educational Psychology 234.....	3
Foundations of American Education 232.....	3
Student Teaching 439 (Block).....	6
Reading (EDU 471) (Block).....	1
Introduction to Audio/Visual Materials	
(EDU 441) (Block).....	1

— Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301.....	4
Church Music 395, 396, 397.....	6
Internship 934.....	4
Religion.....	12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music.....	18-28
Principal applied (14-24) — Complete 300 level	
(Organ, voice, or piano)	
Secondary applied.....	4
At least two semesters at 100 level in two of the following (other than principal applied):	
organ, piano, voice	
Graduation Recital 490 or 491.....	1
Ensembles must include the following experiences:	
Choral ensembles (4 semesters)	
Handbells (2 semesters)	
Accompanying (6 semesters)	
(Students whose principal applied is organ or piano)	

— Requirements for a Minor in Music

24 hours, including the following courses: MUS 100, 101, 140, 141, 150, 151; 6 hours of courses numbered 200 and above (other than ensembles); and 10 additional hours of other approved courses in MUA or MUS (with a limit of 4 hours in ensembles).

⁴ For music education majors, one semester of Marching Band at NC State University may be substituted for one activity course in physical education.

MASTER OF MUSIC

The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School.

THE SCHOOL OF MUSIC

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamp, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre,

most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

— *Specific Requirements for Music Majors*

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation

recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

The privilege of making music with others is essential to the development of musicianship, the opportunity to work with others under the leadership of gifted leaders, and the sense of community which is a hallmark of Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office, the *Handbook for Music Students*, and from faculty advisers in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible

record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisers in advising conferences, the sophomore/ transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading. All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the *Handbook for Music Students*.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

— Curriculum: Music

All courses in music count toward humanities/fine arts general education requirements.

Theory

MUS 100, 101 ELEMENTARY THEORY AND COMPOSITION

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly; at least one hour per week in the computer laboratory.

Fall/Spring

3 hours each semester

MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisite: MUS 140 before MUS 141.

*Fall/Spring**1 hour each semester***MUS 150, 151 ELEMENTARY EAR-TRAINING**

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Prerequisites: students must be able to read music and to match pitch. MUS 150 before 151.

*Fall/Spring**1 hour each semester***MUS 202, 203 ADVANCED THEORY AND COMPOSITION**

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

*Fall/Spring**3 hours each semester***MUS 242, 243 INTERMEDIATE KEYBOARD**

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

*Fall/Spring**1 hour each semester***MUS 252, 253 INTERMEDIATE EAR-TRAINING**

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

*Fall/Spring**1 hour each semester***MUS 304 INSTRUMENTATION**

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the

various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

*Fall**1 hour***MUS 306 ORCHESTRATION**

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisite: MUS 304.

*Spring**2 hours***MUS 308 CHORAL ARRANGING**

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

*Spring**2 hours***MUS 495 SEMINAR IN THEORY**

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.

*Spring**2 hours***MUS 506 COMPUTERS AND MUSIC**

An introduction to the world of computers and music applications to computing, including programming, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources.

*Fall**2 hours***MUA 105, 205, 305, 405 COMPOSITION**

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

*Fall and Spring**1 to 4 hours each semester***History and Literature****MUS 214 MUSIC APPRECIATION**

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.

*Fall/Spring**3 hours*

MUS 215 MUSIC LITERATURE

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

Spring 2 hours

MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS 101, MUS 215.

Fall 2 hours

MUS 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. An overview of jazz studies and jazz theory is related to Baroque practices. Prerequisites: MUS 101, MUS 215.

Spring 2 hours

MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Fall 2 hours

MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring 2 hours

MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

2 hours

MUS 455 OPERA WORKSHOP

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers

singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester.

Fall and spring 2 hours

MUS 494 SEMINAR IN MUSIC LITERATURE

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

Fall 2 hours

MUS/THE 496 SEMINAR IN MUSICAL THEATRE

See the course description for THE/MUS 496, p. 172.

Fall, odd-numbered years 3 hours

Music Education, Pedagogy, Phonetics**MUA 060 STRING INSTRUMENTS**

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

Fall and Spring 1 to 3 hours each semester

MUA 070 WOODWIND TECHNIQUES

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques (such as muting, double-tonguing, etc.) are demonstrated.

Spring 2 hours credit

MUA 080 BRASS AND PERCUSSION TECHNIQUES

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments (tambourine, triangle, etc.) and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

Fall 2 hours credit

MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one

observation per week. A separate section is offered for each applied area, as needed. Prerequisite: MUS 101, MUS 215.

Spring 2 hours

MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

Fall 2 hours

MUS 322 PRACTICUM

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

Fall and spring 1 hour each semester

MUS 423 PEDAGOGY III

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

Spring 2 hours

MUS 424 PRACTICUM

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

Fall and spring 1 hour each semester

MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

MUS 256, 257, 258 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, English, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.

256: English and Italian (*Spring, odd-numbered years*)

257: French (*Fall, odd-numbered years*)

258: German (*Spring, even-numbered years*)

1 hour each semester

MUS 300 BEGINNING CONDUCTING

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Prerequisite: MUS 101.

Fall 2 hours

MUS 301 CHORAL CONDUCTING AND LITERATURE

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisite: MUS 300.

Fall/Spring 2 hours each semester

MUS 302 INSTRUMENTAL CONDUCTING

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisite: MUS 300.

Spring, odd-numbered years 2 hours

MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

2 hours

MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

Fall 2 hours

MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151.

Spring 2 hours

MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

*Fall**2 hours***MUS 723 INSTRUMENTAL MATERIALS AND METHODS**

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

*Spring**2 hours***MUS 744 MUSIC IN THE ELEMENTARY SCHOOL**

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100.

*Fall/Spring**2 hours***Church Music****MUS 395 HISTORY AND LITURGIES**

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

*2 hours***MUS 396 HYMNOLOGY**

A study of the hymns of the Christian church, their history, and their function in worship.

*2 hours***MUS 397 ORGANIZATION AND ADMINISTRATION**

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

*2 hours***MUS 934 INTERNSHIP IN CHURCH MUSIC**

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

*1 to 2 hours per semester***Ensembles**

Because of the essential nature of making music with others and building a sense of community as musicians, all undergraduate music majors are required to participate in ensemble eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances are required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

MUS 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

*1 hour each semester***MUS 236 ACCOMPANYING**

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester, except for the two semesters that they are in a choral ensemble. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:

- Prepare to accompany a recital for one major;
- Accompany lessons, jury examinations, and student recital appearances for one major;
- Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or
- Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

*1 hour each semester***MUS 237 INSTRUMENTAL ENSEMBLE****MUS 237A MEREDITH WIND ENSEMBLE****MUS 237B MEREDITH FLUTE ENSEMBLE**

Rehearsal and performance of works taken from stan-

dard ensemble literature; open to all qualified students by arrangement with the instructor.

1 hour each semester

MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

1 hour each semester

MUS 239 HANDBELL CHOIR

Handbell ringers perform on and off campus in two separate ensembles (beginning and advanced) Solo and ensemble ringing opportunities. Students must be able to read music.

1 hour each semester

MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. By audition only.

1 hour each semester

MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.

1 hour each semester

MUS 434 VOCAL ENSEMBLE: *ENCORE!*

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Corequisite (for voice majors only): MUS 334.

1 hour each semester

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

<i>Semester Hours Credit</i>	<i>Weekly Half- Hour Lessons</i>	<i>Weekly Practice Hours</i>
1	1	5
2	2	10

3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

1 hour each semester

MUA 290 SOPHOMORE RECITAL

MUA 390 JUNIOR RECITAL

MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

MUA 490 GRADUATION RECITAL (Performance Majors)

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance.

MUA 491 GRADUATION RECITAL (B.A. or music education)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

Piano

Professor Clyburn, Coordinator; Professor Fogle; Adjuncts Blackledge, Evans, Heym, Jolly, Lohr, Mitchell, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the *Piano Handbook*.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or

secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

1 hour

MUA 041 INTERMEDIATE CLASS PIANO

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. May be repeated for credit.

1 hour

MUA 044 PREPARATORY PIANO

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA 144 PIANO I

J.S. Bach — Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition, composed after 1950.

MUA 244 PIANO II

J.S. Bach — A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA 344 PIANO III

J.S. Bach — A prelude and fugue from WTC, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a large Romantic work; a piece or movement from the piano ensemble literature.

MUA 444 PIANO IV

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

Organ

Professor D. Lynch, Coordinator; Adjuncts Cherry, Downward, and M. Lynch.

MUA 145 ORGAN I

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA 345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

MUA 445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions; service-playing, improvisation.

Harpisichord

MUA HARPSICHORD 146, 246, 346, 446 Adjunct Blackledge

Violin

Adjunct Professor Garriss, Coordinator of Instrumental Music; Adjuncts Archley, Friedli, M. Garriss, Partridge, and Randolph.

MUA 164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

MUA 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA 464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gaviniés; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465

MUA CELLO 166, 266, 366, 466 Adjunct Hudson

MUA DOUBLE BASS 167, 267, 367, 467 Adjunct Dyke

MUA FLUTE 174, 274, 374, 474 Adjunct Nelson

MUA CLARINET 175, 275, 375, 475 Adjunct Gilmore

MUA OBOE 176, 276, 376, 476 Adjunct Newsome

MUA SAXOPHONE 177, 277, 377, 477 Adjunct Gilmore

MUA BASSOON 178, 278, 378, 478

MUA PERCUSSIONS 189, 289, 389, 489 Adjunct Overmier

Guitar

Adjuncts E. Stephenson and Dunson

MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

1 hour each semester

Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.

MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani.

MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at

North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

Voice

Associate Professor Williams, Coordinator, Adjuncts Carter, Farrington, Poniro, Sparks, and Thomas; Accompanists Dupre and Hoskins

MUA 050 BEGINNING CLASS VOICE

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

Fall and spring

1 hour

MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA 454 VOICE IV

Technical work continued, stressing flexibility.

Total repertory (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Communication

Associate Professor Creagh, Coordinator; Assistant Professor Ross; Adjuncts, Brewer, Hanford, Morgan, and Porterfield.

— Communication

Communication is a field of inquiry that produces a working understanding of the presuppositions, produc-

tion, performance, and interpretation of communication in its diverse forms ranging from speech to electronic media. Our guiding assumption is that the major in Communication is a form of critical activity. In it, the “everyday” objectivity of human meaning production is called in to question, scrutinized, and transformed. This work is done for a practical aim. Through our teaching, research, and service, we seek to develop and enhance the ability of students, fellow citizens, and communities to express their interests, understand themselves and others, and to contribute to the aesthetic, political, social, and cultural environments in which they live.

To foster critical awareness of communication choices, behavior, and technologies implies a significant integration of the relationship among conceiving, producing, and understanding communication messages; ethical, creative, and aesthetic perspectives in both teaching and student research; different approaches to communication across the various contexts of the field (interpersonal, group, public, and mass communication); the practical experiences of students as members of the diverse communities to which they belong.

Communication as it is expressed, taught, and studied at Meredith College must be responsive to significant needs, changes, and demands of the various constituencies served by the College.

— Requirements for a Major

Major in Communication

Candidates for the Bachelor of Arts with a major in communication must take 24 hours of core requirements and 18 hours of their chosen concentration for a total of 42 hours. The concentrations offered are Mass Communication and Human Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

The Bachelor of Arts with a major in Communication requires at least 42 hours as follows: (Required courses are listed in suggested sequential order.)

Core Courses	24
COM 100.....	3
COM 140, 141 or 142.....	1
COM 225.....	3
COM 260.....	3
COM 300 or COM 450.....	3
COM 325 or COM 350.....	3
COM 380.....	3
COM 410.....	2

COM 495.....	3
Mass Communication Concentration	18
COM 290.....	3
COM 330.....	3
COM 360.....	3
COM 930.....	3
Electives chosen from the following:.....	6
ART 140, ART 130, ART 230, ART 330, BUS 366, BUS 461, BUS 465, BUS 466, BUS 467, COM 150, ... COM 300, COM 370, COM 375, COM 400, ENG 240, ENG 245, ENG 247, ENG 358	
Human Communication Concentration	18
COM 370.....	3
COM 375.....	3
COM 390.....	3
COM 930.....	3
Electives chosen from the following:.....	6
BUS 346, BUS 384, BUS 446, BUS 448, BUS 466, BUS 449, CD 335, ENG 270, COM 150, COM 270, COM 300, COM 450, COM 400, PHI 210, POL 301, POL 303, PSY 212, PSY 312, PSY 332, PSY 410, PSY 432, SOC 260, SOC 335, SOC 376	

— Requirements for a Minor in Communication

I. Required Courses	12
COM 100 (Introduction to Communication Studies)	
COM 225 (Public Speaking)	
COM 260 (Interpersonal Communication)	
COM 495 (Theories of Human Communication)	
II. Choice of 2 additional courses in Communication ...	6
TOTAL hours	18

COM 100 INTRODUCTION TO COMMUNICATION STUDIES

This course will include an introduction to each of the fields of communication. These include, but are not limited to: human communication (such as interpersonal and group, performance communication (such as public speaking and oral interpretation), and mass communication (such as advertising and public relations, TV, and print).

Fall

3 hours

COM/THE 140 HOUSE MANAGEMENT

COM/THE 141 PUBLICITY

COM/THE 142 BOX OFFICE

Students will choose 1 hour from 3 choices to fulfill 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on campus communication outlets.

*Fall, Spring**1 hour***COM 150 VOICE AND ARTICULATION**

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

*3 hours***COM 225 PUBLIC SPEAKING**

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

*3 hours***COM 260 INTERPERSONAL COMMUNICATION**

An introduction to relational communication. The student should increase her sensitivity of communication skills by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

*3 hours***COM 270 AMERICAN SIGN LANGUAGE**

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language by the end of the course. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. Prerequisite: COM 150 or departmental permission.

*Fall, odd-numbered years**2 hours***COM 290 INTRODUCTION TO MASS COMMUNICATION**

An introduction to the field of mass communication, the study of one message to many. Includes historical foundations, theoretical foundations, and career opportunities in print, broadcasting, advertising, public relations, and new technologies.

*Fall**3 hours***COM 300 SMALL GROUP COMMUNICATION**

Theory and practice of effective communication in small groups, including: stages of group development, role emergence, leadership functions, decision making strate-

gies, conflict management, and the significance of power.

*Fall**3 hours***COM 325 THE ORAL INTERPRETATION OF LITERATURE**

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, COM 225, or permission of the instructor.

*Fall**3 hours***COM 330 VIDEO PRODUCTION**

A detailed study of studio and remote broadcast productions. The course concentrates on camera techniques and basic editing concepts for the creation of video messages.

*3 hours***COM 350 BUSINESS AND PROFESSIONAL COMMUNICATION**

The nature of communication theory and practice in business and professional setting. Development of individual, dyadic, group and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisite: COM 225.

*Spring**3 hours***COM 360 WRITING FOR THE MEDIA**

Theory and practice of writing for radio, television, and film. Students create scripts, treatments, and storyboards. Areas of study include news, documentary, instructional, corporate, promotional, and dramatic approaches to scriptwriting.

*Spring**3 hours***COM 370 NONVERBAL COMMUNICATION**

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural setting.

*Fall**3 hours***COM 375 GENDER COMMUNICATION**

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

*Spring**3 hours***COM 380 COMMUNICATION LAW AND ETHICS**

This course introduces students to the laws and ethics of public communication. Includes a review of First Amendment cases that have dealt specifically with commu-

nication professions. Congruent with an introduction to legal issues, students engage in a review of ethical theories as related to communication and ethical problem solving.

Spring 3 hours

COM 390 INTERCULTURAL COMMUNICATION

Pattern and problems of verbal and nonverbal forms of cross cultural communication. Avoidance and management of cultural conflict arising from awareness of characteristics and cross cultural communication. Impact on communication of differing cultural perspectives.

Fall 3 hours

COM 400 SPECIAL TOPICS IN COMMUNICATION

Seminars will investigate a specific topic from a communication perspective. Addresses the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, human communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

3 hours

COM 410 SENIOR THESIS

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

2 hours

COM 450 RELATIONAL COMMUNICATION

An advanced course focusing on theory of family, romantic, and friendship relationships exploring the developmental, maintaining and deterioration stages. Emphasis on verbal, nonverbal, listening, and conflict resolution. Prerequisite: COM 260.

Spring 3 hours

COM 495 THEORIES OF HUMAN COMMUNICATION

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. Prerequisite: COM 225 or permission of the instructor.

3 hours

COM 920 PROJECT: AREA OF SPECIALIZATION

A research project, selected by the communication major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpreta-

tion, interpersonal communication, organizational communication, etc.).

1 to 3 hours

COM 930 COMMUNITY INTERNSHIPS

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available for both concentrations in public relations, the Raleigh Chamber of Commerce, local businesses, Exploris, Dispute Settlement Centers, N.C. Women's Correctional Institute, N.C. State Government, Triangle Reading Service, Hopeline and local television and radio stations.

3 hours

Theatre

*Associate Professor C. Rodgers, Director of Theatre;
Assistant Professor Phillips; Technical Supervisor Brown.*

— Requirements for a Major

1. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

Core.....	24
Theatre 114 (Introduction to Theatre).....	3
Theater 224 (Basic Acting).....	3
Theater 130-142 (Practica — at least three different areas)	3
Theatre 245 (Stagecraft)	3
Theatre 316, 317 (History)	6
English/Theatre 350 (Modern Drama) or	
English 355 or 356 (Shakespeare)	3
Theatre 490 (Project: area of specialization)	3

Additional Courses..... 12

The student must select at least 12 credit hours from the following list of courses:

Communication 150 (Voice and Articulation)	3
Theatre 214 (Creative Dramatics)	3
Theatre 130-142 (Theatre Practica) (areas of study to be determined in consultation with major adviser).....	1-3
Theatre 246 (Lighting and Sound)	3
Theatre 247 (Costume and Makeup)	3
Theatre 324 (Intermediate Acting)	3
Theatre 424 (Advanced Acting)	3

Theatre 425 (Directing)	3
Theatre 496 (Seminar in Musical Theatre)	3
Theatre 499 (Internship)	1-3

Students majoring in theatre are expected to participate in departmental productions.

2. Major in Musical Theatre

Candidates for the Bachelor of Arts in Musical Theatre must earn 67 hours of credit, divided among music, dance, and theatre, as indicated below.

This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development to basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

Specific requirements are:

Music.....30

MUS 100, 101, 202 (Theory)	9
MUS 150, 151, 252, 253 (Ear-Training)	4
MUS 215 (Music Literature)	2
MUS 310, 311, 312, or 313 (Music History — choose one)	2
MUA 154, 254 (Voice)	8

(Study in voice must continue each semester throughout the program)

2 semesters of piano study: any combination of MUA 040, MUS 140, MUA 044, MUA 144	2
MUS/THE 496 (Seminar in Musical Theatre)	3

Dance.....9

DAN 159 (Movement Improvisation)	2
DAN 251, 351, or 451 (Ballet II, III, or IV)	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 (Jazz II, III, or IV)	1
DAN 252 (Choreographic Projects)	1 or
DAN 355 (Creative Arts Touring Company)	1
DAN 455 (Dance Production)	3

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

Theatre.....28

THE 114 (Intro to Theatre)	3
THE 224, 324 (Acting)	6
THE 245 (Stagecraft)	3
THE 316 (Theatre History I)	3

ENG/THE 350 (Modern Drama)	3
COM 150 (Voice & Articulation)	3
THE 490 (Senior Project)	1
THE 499 (Internship at NCT [administrative])	1
THE 133 (Practicum: Lighting)	1
THE 134 (Practicum: Sound)	1
THE 135 (Practicum: Costuming)	1
THE 136 (Practicum: Makeup)	1
THE 141 (Practicum: Publicity)	1

Ensemble requirements: 8 ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines.

3. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

The goals of the curriculum are to insure:

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and
- informed assessment of quality in works of theatre.

The objectives for the curriculum are to develop theatre teachers who would help students by:

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication, and

the ability to exercise critical thinking and make decisions through theatrical experiences;

- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others;
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in theatre may fulfill humanities/fine arts general education requirements.

— *Requirements for a Minor in Theatre*

18 hours, including THE 114 and 15 additional hours of approved courses in Theatre.

THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Fall, Spring 3 hours

THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

Spring 3 hours

THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite:

THE 114 or permission of the instructor.

Fall, Spring 3 hours each semester

THE 130-142 THEATRE PRACTICA

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Fall, Spring 1 hour each section

130 Performance

131 Directing

132 Assistant Directing

133 Lighting

134 Sound

135 Costuming

136 Makeup

137 Stage Management

138 Scenery

139 Design

140 House Management (also offered as COM 140)

141 Publicity (also offered as COM 141)

142 Box Office (also offered as COM 142)

THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

Fall, even-numbered years 3 hours

THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

Spring 3 hours

THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

Fall, odd-numbered years 3 hours

THE 316 HISTORY OF THEATRE—CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dra-

matic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

Fall, even-numbered years

3 hours

THE 317 HISTORY OF THEATRE—MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

Spring, odd-numbered years

3 hours

THE 320 PUPPETRY

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwrighting, performance, and play production will be thoroughly explored. Prerequisite: THE 114 or permission of the instructor.

Spring, even-numbered years

3 hours

THE 335 SCENIC DESIGN AND PAINTING

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. Prerequisites: THE 114, THE 245, or permission of the instructor.

Spring, odd-numbered years

3 hours

THE/ENG 350 MODERN DRAMA

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov and Shaw, the class will explore important twentieth century plays and conclude with contemporary pieces by Norman and Hwang. Work will include substantial reading and writing, with viewing and reviewing of performances. Cross-listed as ENG 350.

Spring

3 hours

THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 114 and permission

of the instructor.

Fall, odd-numbered years

3 hours

THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

Fall, Spring

1 to 3 hours

THE/MUS 496 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

Fall, odd-numbered years

3 hours

THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

Fall, Spring, or Summer

1-3 hours

THE 735 METHODS OF TEACHING THEATRE

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE 214.

Fall

3 hours

Students who wish advanced study in music, communication, or theatre should consult with the department head and arrange for it through the special studies options listed on page 69. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, Head; Professors Aubrecht, Heining-Boynton, and Hornak; Associate Professors Edwards and Fairbank; Adjuncts DiFranco, Gilleland, Kraft and O'Dekirk

THE GOAL OF THE PSYCHOLOGY DEPARTMENT is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

— Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)

Clinical (PSY 120, 320, 324, 420, 422, 424)

Experimental (PSY 330, 332, 334, 430, 432)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

Note: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

— Requirements for a Major in Pre-Art Therapy

The Pre-Art Therapy major is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate student candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Required courses in ART (101, 105, 206, 210, 260, 734, 735, 736). 24 total hours

Required courses in PSY (100, 200, 210 or 310, 300, 312, 320, 332, 420). 25 total hours

— Requirements for a Minor in Psychology

18 hours in Psychology; must have a course in statistics. If the statistics course is PSY 200, these hours will count toward the 18 hours in Psychology. Other statistics courses do not count as part of the 18 hours.

— Curriculum

PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

1 hour

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Prerequisite: CIS 101 or demonstrated competency by test.

3 hours

PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

PSY 212 PSYCHOLOGY OF GENDER ROLES

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achieve-

ment motivation, and changes in the roles the different sexes play during their lifetimes.

3 hours

PSY 300 RESEARCH IN METHODS IN PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Prerequisite: PSY 200. Prerequisite: CIS 112 or demonstrated competency by test.

4 hours

PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings.

3 hours

PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course.

3 hours

PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

3 hours

PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

3 hours

PSY 330 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Fall

3 hours

PSY 332 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the prin-

ciples of psychophysics. The course also focuses on cognitive factors in perception.

Spring

3 hours

PSY 334 ANIMAL BEHAVIOR

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleoanthropology, primate behavior, and behavior genetics.

Spring

3 hours

PSY 340 COMMUNITY FIELD EXPERIENCE

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. Credit: variable, 1-3 hours. Pass/fail grading.

Fall/Spring

PSY 342 AUTISM PRACTICUM

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. Credit: variable, 2-3 hours.

Fall/Spring

PSY 410 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition.

Fall

3 hours

PSY 420 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings.

Spring

3 hours

PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

Fall

3 hours

PSY 424 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and video-taping are used in the

course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status.

3 hours

PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers.

Spring

3 hours

PSY 432 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

Fall

3 hours

PSY 440 SPECIAL TOPICS IN PSYCHOLOGY

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upperclass standing. Topics may include current trends in research and/or professional issues (e.g., multicultural counseling, environmental psychology, research in gerontology). A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement.

Variable credit 1-3

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

RELIGION AND PHILOSOPHY

Professor Page, Head; Professors Cochran, Vance; Assistant Professor Burlein; Adjuncts Smith and McEntire.

THE DEPARTMENT OFFERS A MAJOR IN RELIGION and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

— *The General Education Requirement in Religion (see page 48) may be completed as follows:*

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— *Requirements for a Major in Religion*

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally-oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

— *Requirements for a Minor in Religion*

A minimum of 18 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from at least two of the three categories listed for the major in religion (see above). Religion 497 is required of all minors. At least one course in philosophy is recommended.

— *Requirements for a Minor in Philosophy*

A minimum of 18 hours in philosophy (or theory courses offered in other departments) is required. Required courses include: PHI 201, PHI 251, and PHI 252. The remaining nine hours may be selected from: PHI 205, PHI 210, PHI 286, ECO 324, PSY 420, SOC 489, or other courses approved by the department head.

— *Requirements for a Minor in Christian Education*

A total of 18 hours in religion and related fields. Required courses are: REL 381, REL 930, EDU 234, EDU 466, PSY 210, and COM 225.

— *Curriculum*

Religion

REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time.

3 hours

REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

3 hours

REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major

emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

3 hours

REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

3 hours

REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

3 hours

REL 266 PAULINE LITERATURE

A study of the development of early Christian life and thought as found in the work and writings of Paul.

3 hours

REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

3 hours

REL 283 WOMEN IN THE CHRISTIAN TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

3 hours

REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

3 hours

REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

3 hours

REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which

explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

3 hours

REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

1 hour

REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

3 hours

REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

3 hours

REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 hours

REL 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership.

3 hours

REL 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 hours

REL 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined.

3 hours

REL 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

3 hours

Philosophy

PHI 201 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values,

and the interpretation of science, history, and religion.

3 hours

PHI 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. Prerequisite: ENG 111. Also offered as POL 205.

Spring

3 hours

PHI 210 CRITICAL THINKING

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 69.

Students may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY and SOCIAL WORK

Professor Sumner, Head and Director of Social Work Program; Professor Bishop, Director of Field Instruction; Professor Zingraff, Director of Program in Sociology; Associate Professor Brown; Assistant Professors Denning and Glumm; Adjuncts Albers and Melomo.

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY and a major in social work. A Bachelor of Arts degree is conferred with each major.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through Career Services.

Goals of the Department

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Sociology Program Goals and Objectives

Courses offered by the Sociology Program are designed to encourage:

- discussion that improves interpersonal and intercultural understanding and tolerance,
- appreciation for the role of scholarship in assessment of personal ideas and social policies,
- knowledge and skills for appropriate selection and application of research methods and statistics,
- thinking skills that distinguish individual and institutional actions and outcomes,
- thinking skills that apply the dialectic to societal pat-

terns of domination and subordination, and

- knowledge about the social foundations of rewarding and enduring communities.

Social Work Program Goals are

- to graduate students prepared to enter the social work profession at the beginning level of generalist practice with individuals, families, groups, organizations, and communities;
- to graduate students prepared to enter graduate studies in social work with an adequate background in foundation knowledge for successful study in advanced standing M.S.W. programs;
- to provide a curriculum based on the liberal arts perspective which includes professional foundation content (social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policies and services, social work practice, research, and field practicum.);
- to provide content of social work practice with client systems of various sizes and types. (individuals, groups, families, communities, and organizations);
- to provide content about the social context of social work practice, the nature of social change and how it affects practice, the behavior of organizations, and the dynamics of change;
- to prepare graduates who seek responsibility to continue their personal and professional growth and development;
- to provide content in its curriculum about diverse peoples including groups characterized by race, ethnicity, culture, social class, gender, sexual orientation, religion, physical and mental ability, age, and national origin;
- to provide content on social work values and ethics which is infused (in each course) throughout the curriculum;
- to provide knowledge about social and economic injustice in society and knowledge and skills for intervention to combat social and economic injustice and to combat institutionalized forms of oppression and discrimination; and
- to provide content about the dynamics and consequences of human oppression and discrimination and their impact on people of color, women, gay and lesbian persons, people of color (Native American, African American, Hispanic) the elderly, and people based on their social class, ethnicity, religion and physical or mental ability.

— *Prerequisites for Sociology Courses:*

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

— *Requirements for a Major or Minor in Sociology*

For a major, a minimum of 30 hours in sociology is required. Preferably by the end of the junior year, SOC 230, 374, and 375 must be completed. Preferably during the senior year, SOC 471, 472, 473, 489 and 496 must be completed. These schedule preferences favor the student's course progression and should be observed as much as possible. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

— *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101: SOC 230, 376; PSY 100; POL 100 (15 semester hours).

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 311, 401, 402, 403 (40 semester hours).

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional generalist social work practice.

Life and Work Experience: The program does not give credit for social work required courses for life and work experience.

Enrollment in Practice Courses and Field: Only social work majors may enroll in social work practice courses (SWK 304, SWK 305, SWK 401) and the field placement (SWK 402) and the integrative field seminar (SWK 403).

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

— *Requirements for a Minor in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits. The remaining nine hours

must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

— *Requirements for a Minor in Women's Studies*

Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 263, REL 283, ART 324, ECO 335, SOC 330, FCS 355, SOC 232, SOC 376, SOC 430) or from approved special studies courses (e.g. HIS/History of Women, ENG/ American Women Writers, DAN/ Bodies of Knowledge, POL/ Gender Politics, FRE, GER SPA/Women's Literature, SOC Gender, Race, and Labor). The internship and any other special studies or equivalent courses must be selected in consultation with the Director of Sociology.

— *Curriculum*

Sociology

SOC 230 PRINCIPLES OF SOCIOLOGY

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

Fall and Spring

3 hours.

SOC 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other contemporary challenges. Policies designed to address these problems are reviewed.

3 hours

SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions and solutions to the challenges of social existence.

3 hours

SOC 330 FAMILIES AND CHILD WELFARE

A study of families in contemporary society with an emphasis on the needs of children, current family problems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanation and interventions for family situations involving violence, child abuse and neglect. Diversity arising from race, ethnicity, social class and social change will be examined.

Twenty (20) hours of community work at an assigned setting will be required.

Spring

3 hours

SOC 332 HUMAN SEXUALITY

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society.

Spring

3 hours

SOC 335 RACE AND ETHNIC RELATIONS

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explained.

Prerequisites, EDU 232 or 200 level SOC.

3 hours

SOC 336 CRIMINOLOGY

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered.

Fall

3 hours

SOC 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

Alternate years; Spring

3 hours

SOC 340 AGING AND RETIREMENT

The physical, psychological, and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

Alternate years, Fall

3 hours

SOC 341 SOCIOLOGY OF RELIGION

For description, see REL 341

3 hours

SOC 374 SOCIAL RESEARCH PRINCIPLES

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL 374.

Fall

3 hours

SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Also offered as POL 375.

Spring

3 hours

SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE

This course introduces students to the dynamics and consequences of oppression. Content will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and/or disablements. The course will conclude with a look at strategies for social justice and movements for social change.

Spring

3 hours

SELECTED TOPICS IN SOCIOLOGY

These courses encourage students to explore assorted subjects in sociology for greater depth in the field and greater readiness for advanced degree programs. Student interests and faculty availability determine which specific selections will be offered at any given time. There will be some choice from this category every semester.

Fall and Spring

SOC 430 POPULATION DYNAMICS

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of people fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences.

3 hours

SOC 431 SOCIAL STRATIFICATION

Explanations for social inequality are considered along with current research on class, status, and power. Both

national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households of socially structured groups and of nations receive specific treatment.

3 hours

SOC 432 SOCIOLOGY OF ORGANIZATIONS

This course is designed to explore local, state, national and global bureaucracies. The emphasis is on social structure, policy and change in organizational environments. Through analysis of the development and spread of large scale organizations, we understand more fully how the behavior of populations may be controlled. Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another.

3 hours

SOC 433 SOCIOLOGY OF EDUCATION

This course will analyze the complex mutual influences between education, social class, race, gender and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU 232 may serve as prerequisite for students without a 200 level sociology course.

3 hours

SOC 471 SOCIOLOGY SERVICE PROJECT

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No less than 50 hours of service must be completed, along with a written report connecting the experiential lessons to central themes or theories in sociology. Prerequisite: at least 12 Soc credits. Pass/Fail Grading.

Fall and Spring

1 hour

SOC 472 SOCIOLOGY LITERATURE REVIEW

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and should be taken just prior to SOC 496. Pass/Fail Grading.

Fall and Spring

1 hour

SOC 473 PROFESSIONAL DEVELOPMENTS IN SOCIOLOGY

This seminar examines the practice of sociology as a profession, including the code of ethics, the growing emphasis on applied and clinical sociology by the national and regional professional associations, and the contributions made by sociologists to specific legislative initiatives. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are interviews, readings, and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail Grading.

Fall and Spring

1 hour

SOC 489 SOCIAL THEORY

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

Fall

3 hours

SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites, SOC 374, 375, 472.

Spring and Fall

3 hours

SOC 530 HEALTH AND SOCIAL SYSTEMS

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Also offered as MHA 530. Prerequisite: graduate standing or permission of instructor.

Spring

3 hours

Social Work

SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test their interest in social work through completion of 30 hours of volunteer work in a social welfare agency.

Fall, Spring, and Summer 3 hours

SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisites: SWK 241, POL 100.

Spring and Summer 3 hours

SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS

An introduction to the generalist model of social work practice with an emphasis on application of a strengths-based approach to achieve planned change with individuals. The development of professional oral and written communication skills is emphasized as is developing a working understanding of professional values and ethics. Open to social work majors only. Prerequisites: SWK 241 and SWK 307 or SWK 308.

Fall and Spring 3 hours

SWK 305 GENERALIST PRACTICE WITH FAMILIES

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and develop and test skills in applying generalist interventive techniques to practice with families. Consideration is given to professional values and ethics and to adaptation of techniques to facilitate work with minority and ethnic families. Open to social work majors only. Prerequisites: SWK 241, SWK 304, SWK 307, SWK 308.

Fall and Spring 3 hours

SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK

PRACTICE: INFANCY THROUGH CHILDHOOD

Use of a systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of

a pluralistic society. Life cycle stages of infancy through childhood are covered. Prerequisites: SOC 230, PSY 100, BIO 101. Prerequisite or corequisite: SWK 241.

Fall and summer of odd years 3 hours

SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK

PRACTICE: ADOLESCENCE THROUGH AGING

Use of a systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adolescence, adulthood, and aging are covered. Prerequisites: PSY 100, BIO 101, SOC 230. Prerequisite or corequisite: SWK 241.

Spring and Summer of even years 3 hours

SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential and correlation statistics are introduced and students practice application of evaluative research principles and statistics with appropriate computer software. Values and ethics in research are also emphasized.

Fall 3 hours

SWK 311 PREPARATION FOR SOCIAL WORK FIELD PLACEMENT

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Students must complete a pre-placement experience in their field agency. Prerequisite: SWK 304, Corequisite, SWK 401.

Fall and Spring 1 hour

SWK 401 GENERALIST PRACTICE WITH COMMUNITIES, ORGANIZATIONS AND GROUPS

The generalist model of social work practice is implemented in the context of organizations, communities, and groups. Students study organizational theory as it relates to social agencies and theories of community and forms of community practice. Group composition, process, and uses in social agency and community settings are covered. Concepts of ethical decision making are introduced and students practice consensus building and work group leadership skills. Open to social work majors only. Prerequisites: SWK 241, SWK 307 or 308, SWK 304.

Fall and Spring 3 hours

SWK 402 SOCIAL WORK FIELD EXPERIENCE

A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in a qualified social agency. Open to social work majors only. Prerequisites: SWK 241, SWK 302, SWK 307, SWK 308, SWK 304, SWK 305, SWK 309, SWK 311, SWK 401. SWK 304, SWK 305, and SWK 401 must be completed with a grade no lower than a C. Also requires approval of Director of Field Education. Fee \$300.

Fall, Spring, and Summer

12 hours

SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for an integrative seminar designed to assist them in applying social work theory and ethics in social work practice settings. Students also complete an evaluation of practice research project based on their work in the field placement agency. Written assignments are required to demonstrate integration of knowledge and practice. Open to social work majors only. Corequisite: SWK 402. Also requires approval of the Director of Field Education.

Fall, Spring, and Summer

3 hours

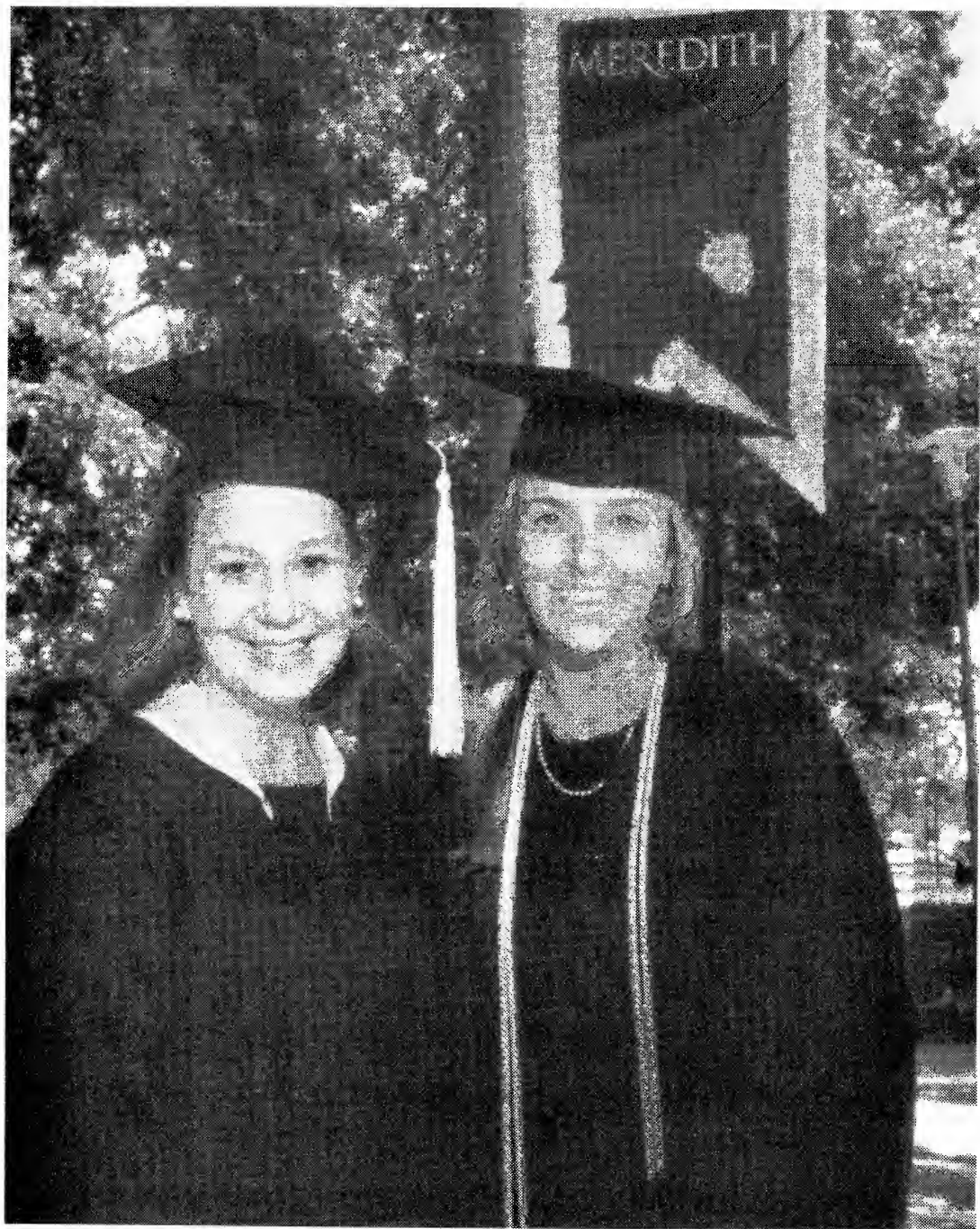
SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, medical social work, child welfare, long term care of the aged, and social work in mental health settings.

3 hours

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or on appropriate faculty member to arrange for a special studies option.

Students may elect courses through the Cooperating Raleigh Colleges.



Meredith College

A PROFILE, 2000-2001

Character

Largest private, four-year college for women in the Southeast. Emphasis on the liberal arts. Founded by North Carolina Baptists; chartered in 1891.

Student Body 1999-2000

Total enrollment is 2,643. Undergraduate students include 2,166 degree candidates (51% campus residents, 49% commuting students) and 291 non-degree students taking credit courses. Graduate students include 136 degree candidates, 11 dietetic internship students, and 39 post-baccalaureate students taking credit courses. Students are from 33 states and 25 foreign countries. Programs for degree-seeking adult students. Also, there were 885 registrations in continuing education courses.

Campus

225 acres of land and tall oaks, set amidst the excitement and activities of a capital city and the Research Triangle Park, an area boasting over 90,000 college students. 1,200-seat amphitheater on lake site. Students reside in eight residence halls. Other facilities include the Carlyle Campbell Library (over 134,000 volumes, 60,500 microforms, 10,800 audio-visual materials, and 5,300 journal and newspaper subscriptions), music library, art galleries, research greenhouse, music practice rooms, 600-seat auditorium, theater, concert hall, student center, computer labs, child care lab, learning center, autism lab, astronomy observation deck, indoor swimming pool, fitness center, dance studio, lighted outdoor tennis courts, putting green and soccer field. A campus-wide network provides e-mail, Internet access, and ALIS (Library Computer System) access. Computers connected to campus network are in each residence hall and student center. Intranet is available for campus-network users.

Academic Characteristics

Undergraduate student-faculty ratio approximately 14:1. Average class size 19. 112 full-time and 156 part-time professors. 79% of full-time professors have earned doctoral degrees. 72% of full-time faculty is female, 28% is male. Approximately 86% of freshmen return for their sophomore year. Of the full-time, first time freshmen who entered in fall 1993, 58.7% graduated within four years; 65.3% within five years, and 66.8% within six years.

Accreditation and Degrees

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

It is also accredited by the National Association of Schools of Music, Council on Social Work Education, North Carolina Department of Public Instruction, National Council for Accreditation of Teacher Education, Foundation for Interior Design Education and Research. Approved American Dietetic Association Plan V Program and accredited post-baccalaureate program.

Recognition

U.S. News & World Report — 2000 Top 11 ranking among Southern Regional Colleges and Universities

Special Programs

Study abroad options include a summer program in Italy, Switzerland, and England; plus a variety of semester and year-long travel opportunities throughout the world. Internships and Cooperative Education available in all areas of study. Honors and Teaching Fellows programs.

United Nations Semester, Washington, D.C. Semester, and New York City Semester. Pre-professional programs and teacher education offered. Cooperating Raleigh Colleges consortium allows students to take courses at the four other colleges and universities in Raleigh.

Community Involvement

Meredith makes available the use of its facilities to off-campus groups. Over 100,000 people attend functions on the Meredith campus each year.

Career Preparation

The College offers career planning seminars, vocational interest testing, experiential opportunities, information on graduate and professional schools, access to over 425 employers, and other services to help students develop a clear career path. A recent survey of new graduates indicated that within six months after graduation 98% of respondents seeking employment had found positions.

Financial Assistance

Meredith expects to meet a high percentage of need through a combination of scholarships, grants, loans and work study. Music, art, interior design and academic scholarships available. Teaching Fellow and Baptist scholarships available for eligible NC students. In 1999-2000, Meredith coordinated approximately \$13.5 million in financial assistance for 1,612 students.

Consumer Information

Meredith is happy to provide students with information about financial assistance programs and policies, graduation and persistence statistics, and campus safety and security reports. Information may be requested from the Office of Admissions.

COLLEGE DIRECTORY

THE CORPORATION, 2000

— Officers

MAUREEN A. HARTFORD

President

N. JEAN JACKSON

Vice President for Student Development

MURPHY M. OSBORNE

*Vice President for Institutional Advancement
(also serves as assistant secretary)*

ROSALIND R. REICHARD

Vice President for Academic Affairs

LaROSE F. SPOONER

*Vice President for Marketing
(also serves as secretary)*

CHARLES E. TAYLOR, JR.

*Executive Vice President
(also serves as treasurer)*

BOARD OF TRUSTEES

— Officers

JEFF HOCKADAY

Chair

CHARLES SANDERS

Vice Chair

CLAUDE WILLIAMS

Vice Chair, Buildings and Grounds

CHARLES SANDERS

Vice Chair, Development

ELAINE MARSHALL

Vice Chair, Finance

SAM EWELL

Vice Chair, Instructional Programs

CHARLES BARHAM

Vice Chair, Personnel Matters

BARBARA ALLEN

Vice Chair, Student Development

GEORGE McCOTTER

Vice Chair, Nominating Committee

— Executive Committee

JEFF HOCKADAY

Chair

CHARLES SANDERS

Vice Chair

BARBARA ALLEN

CHARLES BARHAM

PAUL BROYHILL

SUSAN BURNETTE

MARGARET DARDESS

RENEE DOBBINS

WAYNE EIDSON

SAM EWELL

BARBARA GOODMAN

BETTY GRIFFIN

BOBBY HARRELSON

EVERETT HENRY

NORMAN KELLUM

PHIL KIRK

GENE LANGLEY

WILLIAM LAWRENCE

GEORGE McCOTTER

RUBY McSWAIN

ELAINE MARSHALL

TRACY PARKS

EARL POPE

CLAUDE WILLIAMS

FRED WILLIAMS

BRAD WILSON

— Term Expiration 2000

CHARLES BARHAM

Raleigh

SUSAN BURNETTE

Raleigh

SAM EWELL

Wendell

JEFF HOCKADAY

Cary

GENE LANGLEY

Raleigh

GARY McCOLLOUGH

Winston-Salem

GEORGE McCOTTER

Garner

RUBY McSWAIN

Sanford

EARL POPE

Charlotte

CLAUDE WILLIAMS

Durham

— *Term Expiration 2001*

WAYNE EIDSON

Raleigh

BARBARA GOODMAN

Raleigh

DOROTHY GOODWIN

Apex

WENSELL GRABAREK

Durham

BETTY GRIFFIN

Raleigh

BOBBY HARRELSON

Wilmington

LAMAR KING

Boone

PHIL KIRK

Raleigh

ELAINE MARSHALL

Lillington

CHARLES SANDERS

Durham

— *Term Expiration 2002*

BARBARA ALLEN

Raleigh

MARGARET DARDESS

Chapel Hill

AGNES GOLDSTON

Raleigh

EVERETT HENRY

Lumberton

NORMAN KELLUM

New Bern

WILLIAM LAWRENCE

Sanford

TRACY PARKS

Pinehurst

SANDRA PAUL

Raleigh

FRED WILLIAMS

Greensboro

BRAD WILSON

Durham

— *Term Expiration 2003*

JO ELLEN AMMONS

Raleigh

PAUL BROYHILL

Lenoir

RENEE DOBBINS

Durham

WILLIAM JOHNSON

Raleigh

PAULA STEWART-JOYNER

Durham

VIRGINIA PARKER

Raleigh

SUZANNE REYNOLDS

Winston-Salem

TAMARA ROBB

Charlotte

EARL SPANGLER

Shelby

GARY TRAWICK

Burgaw

— *Trustee Emerita*

MARGARET W. PARKER

Winston-Salem

BOARD OF ASSOCIATES**—Officers**

ELAINE M. JONES

President

Raleigh

NANCY RICKER HIGH

Vice President

High Point

TEENA ANDERSON

Raleigh

RON BARNES

New Bern

ROBERT E. BEASLEY

Raleigh

SUSAN ARROWOOD BOISSEAU

Raleigh

ROBERT N. BROOKS

Raleigh

CHARLES D. BRYANT, SR.

Raleigh

ERVIN MCKAY CARROLL

Four Oaks

CLYMER CEASE

Raleigh

NANCY WILLIAMS CHEEK

Chapel Hill

KELLY KNOTT COBB

Apex

BILLIE JO KENNEDY COCKMAN

Raleigh

NORMA BAKER COOK

Raleigh

JOHN C. DANIEL, III

Sanford,

WILLIAM G. DAUGHTRIDGE, JR.

Rocky Mount

MARY WOODLEY DICUS

Raleigh

DON J. EASTERLIN, JR.

Raleigh

JONI FAY WATTS FETTERMAN

Clinton

PENNY GALLINS

Raleigh

GIGI JACKSON GIERSCH

Raleigh

ROBERT L. GUTHRIE

Raleigh

PHOENIX CHEN HAYDON

Raleigh

MICHAEL V. HENDLEY

Sanford

DONA ISLEY HILL

Raleigh

KAY MARTIN HUGGINS

Cary

EVELYN BOOTH HUGHES

Raleigh

MARIE DUNN INSCORE

Rocky Mount

DURWOOD S. LAUGHINGHOUSE

Raleigh

CURT LEE

Raleigh

CHARLOTTE MARTIN

Raleigh

KRISTY MCLAURIN EUBANKS

Cary

BETH COLEMAN MOSCA

Browns Summit

RICHARD H. NEWTON

Raleigh

CAROLYN OSBORNE

Cary

CLEO GLOVER PERRY

Zebulon

MARY LEWIS POTTER

Raleigh

BOBBY PURCELL

Raleigh

MICHELLE RICH

Raleigh

PAMELA M. RILEY

Durham

DEBORAH DOVE SMITH

Raleigh

JACK STANCIL

Raleigh

SHARON R. STEPHENSON

Cary

JENNIFER TERRY

Raleigh

KATHERINE K. THOMAS

Raleigh

NANCY BRADLEY THOMPSON

Raleigh

LOU PERRY TIPPETT

Fayetteville

SALLY L. TURNER

RTP

STEPHANIE WEATHERSPOON

Raleigh

FRANK WOODY, JR.

Raleigh

—*Presidential Advisory Council*

DAVE BENEVIDES

RTP

WILLIAM L. BONDURANT

Chapel Hill

THACK BROWN

Ocean Isle Beach

JAMES E. BROWN, JR.

Raleigh

BETSY COCHRANE

Raleigh

JAMES L. DECKER

Baldwin, MD

HARRY L. EBERLY.

Raleigh

HOWARD T. EDWARDS

Raleigh

MARILYN FOOTE-HUDSON

RTP

IDA FRIDAY

Chapel Hill

MICHAEL S. HAMBY, SR.

Raleigh

LESLIE HAYES

Winston-Salem

SARA LYNN RILEY KENNEDY

Raleigh

CAROLYN SPERRY LEITH

Raleigh

ROBERT L. LUDDY

Youngsville

BETTY RAY MCCAIN

Raleigh

THOMAS H. MCGUIRE, JR

Raleigh

SARAH ELIZABETH PARKER

Raleigh

MICHELLE RICH

Raleigh

RICHARD URQUHART, III

Raleigh

C. E. VICK, JR.

Raleigh

STEPHEN P. ZELNAK, JR.

Raleigh

ALUMNAE ASSOCIATION

—*Officers 2000-2001**(Date following name indicates year of graduation)*

GIGI JACKSON GIERSCHE, 1962

President

Raleigh

CLAIRE SULLIVAN LANGFORD, 1972

President Elect

Raleigh

TERRI COUCH TAYLOR, 1981

Secretary

Raleigh

ANNE CLARK DAHLE, 1954

Past President

Raleigh

SUSAN FETZER VICK, 1984

Vice President for Outreach

Raleigh

AMBER BURRIS SHEELY, 1989

Vice President for Programs

Apex

—*Directors at Large*

MARTHA RIVERS DICKSON, 1964

Myrtle Beach, SC

JEAN DULA FLETCHER, 1953

Durham

FAYE CARTER FORMY-DUVAL, 1961

Lumberton

JANE CATE FOWLER, 1954

Zebulon

TRACY SALTER LEARY, 1994

Richlands

LUANN JOHNSON LYNCH, 1984

Keswick, VA

STEPHANIE GEORGALLIS PROCTOR, 1983

New Bern

KATHY SEEGER RHOADES, 1984

Apex

KATHRYN ELLEN STYERS, 1993

Gastonia

CYNTHIA BAUGHAN WHEATON, 1975

Chapel Hill

PAULA L. WILLIAMS, 1995

Raleigh

FACULTY, 1999–2000

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

ALAN I. AMMANN, D.B.A. (1990)

Associate Professor of Business

B.S., M.B.A., D.B.A., Mississippi State University.

LYN G. AUBRECHT, Ph.D. (1974)

Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (1984)

Professor of Art

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

RUTH BALLA, M.S. (1987)

Manager of User Support, Office of Technology Services

B.S., Wilkes College; M.S., North Carolina State University.

MAUREEN BANKER, A.M. (1984)

Assistant Professor of Art

A.B., Meredith College; A.M., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

MELINDA BELCHER, M.S. (1997)

Instructor of Physical Education

B.S., Appalachian State University; M.S., Western Illinois University.

CYNTHIA BISHOP, Ph.D. (1977)

Professor of Social Work

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)

Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, Ph.D. (1966)

Professor of Mathematics

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

CAROL BROWN, M.S. (1983)

Associate Professor of Physical Education

B.S., Colorado State University; M.S., Smith College.

LORI ANN BROWN, Ph.D. (1992)

Associate Professor of Sociology

A.B., University of Louisville; A.M., Temple University; Ph.D., Indiana University.

ANN BURLEIN, Ph.D. (1997)

Assistant Professor of Religion

A.B., St. John's College; A.M., Holy Names College; A.M., University of Chicago; Ph.D., Duke University.

MARTHA BURPITT, Ph.D. (1991)

Associate Professor of Human Environmental Sciences

B.F.A., M.F.A., Ph.D., University of Georgia.

MELINDA CAMPBELL, Ph.D. (1992)

Associate Professor of Physical Education

B.S., Gardner-Webb College; M.S., Indiana University; Ph.D., University of North Carolina at Greensboro.

MARIE CHAMBLEE, Ph.D. (1977)

Professor of Health and Physical Education

B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

V. GLENN CHAPPELL, Ph.D. (1991)

Associate Professor of Business

B.S., North Carolina State University; Ph.D., University of Tennessee.

MARY CLANCY, Ph.D. (1998)

Associate Professor of Physical Education

B.S., University of Wisconsin; A.M., New Mexico University; Ph.D., University of South Carolina.

KATHRYN CLARK, Ph.D. (1992)

Associate Professor of Human Environmental Sciences

B.S., M.S., Ph.D., UNC-Greensboro.

GWENDOLYN CLAY, Ph.D. (1985)

Professor of Mathematics

B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

Professor of Music

A.B., Elon College; M.S., Juilliard School of Music.

ROBIN COLBY, Ph.D. (1988)

Associate Professor of English

A.B., Meredith College; A.M. North Carolina State University; Ph.D., Duke University.

ALYSON W. COLWELL-WABER, M.F.A. (1984)

Associate Professor of Dance

B.S., Pennsylvania State University; M.F.A., Arizona State

University.

JOHN W. CREAGH, Ph.D. (1984)

Associate Professor of Communication

A.B., A.M., University of North Carolina at Chapel Hill;
Ph.D. Louisiana State University.

FRANCIE CUFFNEY, Ph.D. (1993)

Assistant Professor of Biology

A.B., Oberlin College; M.S., University of Louisiana;
Ph.D., University of Georgia.

CHARLES A. DAVIS, Ph.D. (1967)

Professor of Mathematics

B.S., M.A.M., Ph.D., North Carolina State University.

MARY KAY DELANEY, Ph.D. (1993)

Assistant Professor of Education

A.B., George Washington University; M.Ed., Harvard
University; Ph.D., University of North Carolina at Chapel
Hill.

PAM DENNING, M.S.W. (1999)

Sociology

M.S.W., East Carolina University.

JEANNE DIEHL-SHAFFER, Ph.D. (1995)

Assistant Professor of Human Environmental Sciences

B.S., M.S., Ph.D., Oklahoma State University

REBECCA DUNCAN, Ph.D. (1997)

Assistant Professor of English

A.B., A.M., The Ohio State University; A.M., University
of South Florida; Ph.D., Florida State University.

CYNTHIA EDWARDS, Ph.D. (1991)

Associate Professor of Psychology

A.B., Wake Forest University; A.M., Ph.D., University of
North Carolina at Chapel Hill.

DIANE R. ELLIS, Ph.D. (1982)

Professor of Human Environmental Sciences

A.B., A.M., Sam Houston State University; Ph.D., Florida
State University.

SARAH ENGLISH, Ph.D. (1979)

Professor of English

A.B., Duke University; Ph.D., University of North
Carolina at Chapel Hill.

DOREEN FAIRBANK, Ed.D. (1991)

Associate Professor of Psychology

A.B., A.M., Rutgers University; Ed.D., University of
Alabama.

LINDA FITZ-SIMONS, M.F.A. (1988)

Associate Professor of Art

A.B., Meredith College; M.F.A., University of North
Carolina at Greensboro.

JAMES C.B. FOGLE, Ph.D. (1977)

Professor of Music

A.B., Elon College; A.M., Ph.D., University of North
Carolina at Chapel Hill.

CLYDE C. FRAZIER, Ph.D. (1982)

Professor of Politics

A.B., Rice University; Ph.D., University of North
Carolina at Chapel Hill.

LISA FREDENBURGH, D.M.A. (1996)

Assistant Professor of Music

A.B., Luther College; M.M., M.M., D.M.A., University of
Arizona.

JANET L. FREEMAN, M.L.S. (1984)

Dean of Library Information Services

A.B., University of North Carolina at Greensboro; M.L.S.,
George Peabody College.

KIM GALANT, Ph.D. (1997)

Assistant Professor of Human Environmental Sciences

M.S., University of South Florida; Ph.D., Florida State
University.

ROSALIE P. GATES, Ph.D. (1965)

Professor of History

A.B., A.M., Ph.D., Duke University; post-doctoral
research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)

Professor of English

A.B., Duke University; A.M., University of Virginia;
Ph.D., University of North Carolina at Chapel Hill.

JANE GLEASON, Ph.D. (1994)

Associate Professor of Education

B.S., M.Ed., East Carolina University; Ph.D., University
of North Carolina at Chapel Hill.

KAREN GLUMM, Ph.D. (1994)

Assistant Professor of Sociology

A.B., A.M., Eastern Illinois University; Ph.D. University
of Texas.

ELLEN B. GOODE, Ed.D. (1976)

Professor of Human Environmental Sciences

B.S., Virginia Polytechnic Institute; M.S.H.E., University
of North Carolina at Greensboro; Ed.D., North Carolina
State University.

ELLEN GRADEN, Ph.D. (1996)

Assistant Professor of Education

- A.B., Murray State University; A.M., University of Kentucky; Ph.D., Wright State University.
ELOISE GRATHWOHL, Ph.D. (1990)
Associate Professor of English
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.
LARRY L. GRIMES, Ph.D. (1981)
Professor of Biology
B.S., M.S., Ph.D., North Carolina State University.
JOSEPHINE GUGLIELMI, Ph.D. (1987)
Associate Professor of Mathematics
A.B., Duke University; M.S., Ph.D., North Carolina State University.
KAREN GUZMAN, Ph.D. (1995)
Assistant Professor of Chemistry and Physical Sciences
B.S., University of Nebraska; Ph.D., North Carolina State University.
SANDRA HANNER, Ed.D. (1987)
Assistant Professor of Business
B.S., University of North Carolina at Chapel Hill; M.B.A., Meredith College., Ed.D., North Carolina State University.
CAROLYN HAPPER, Ph.D. (1986)
Associate Professor of History
A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill.
CARL HATCHELL, M.A.T. (1988)
Assistant Professor of Physical Education
B.S., Mars Hill College; M.A.T., University of North Carolina at Chapel Hill.
CAROL HAZARD, Ph.D. (1996)
Assistant Professor of Chemistry
A.B., University of St. Thomas; M.S., University of Texas; Ph.D., University of North Carolina at Chapel Hill.
LEE HEATHCOAT, Ed.D. (1989)
Associate Professor of Education
B.S., Southwestern State University; M.Ed., Ed.D., North Carolina State University.
DAVID HEINING-BOYNTON, Ph.D. (1989)
Professor of Psychology
A.B., University of South Florida; A.M., Ph.D., The Ohio State University.
ROSEMARY T. HORNAK, Ph.D. (1977)
Professor of Psychology
A.B., Wheeling Jesuit University; A.M., Ph.D., The Ohio State University.
R. JOHN HUBER, Ph.D. (1974)
Professor of Psychology
A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.
JEAN JACKSON, Ph.D. (1983)
Vice President for Student Development
Professor of English
A.B., Meredith College; A.M., Ph.D. University of Illinois.
ALISA JOHNSON, Ph.D. (1998)
Assistant Professor of English
A.B., Guilford College; A.M., Ph.D., University of North Carolina at Chapel Hill.
MARY S. JOHNSON, Ed.D. (1980)
Dean of the John E. Weems Graduate School and Continuing Education
Professor of Education
A.B., A.M., Western Carolina University; Ed.D., Duke University.
SUE E. KEARNEY, A.M. (1966)
Dean of Enrollment Planning and Institutional Research
A.B., Meredith College; A.M., Wake Forest University.
LEEANNA KEITH, Ph.D. (1997)
Assistant Professor of History
A.B., Hollins College; Ph.D., University of Connecticut.
JOHN W. KINCHELOE, III, A.M. (1985)
Media Specialist
A.B., University of Richmond; A.M., University of Virginia.
VIRGINIA KNIGHT, Ph.D. (1987)
Professor of Mathematics
A.B., DePauw University; A.M., Ph.D., University of Oregon.
BARRETT E. KOSTER, (2000)
Assistant Professor of Computer Science
B.S., Swarthmore College; M.S., Duke University; Ph.D., North Carolina State University.
VIVIAN KRAINES, Ph.D. (1979)
Professor of Mathematics
A.B., Ph.D., University of California.
JEROD KRATZER, Ph.D. (1986)
Professor of Education
B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

- WILLIAM LANDIS, Ph.D. (1996)
Associate Professor of Human Environmental Sciences
 B.S., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro.
- ALMA LANE LEE, M.Ed. (1993)
Director of Teaching Fellows Program
 B.S., University of North Carolina at Greensboro; M.Ed., Meredith College.
- CHARLES P. LEWIS III, Ph.D. (1980)
Associate Professor of Chemistry
 B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.
- GRAY LIGON, Ph.D. (1995)
Associate Professor of Business
 B.S., University of Alaska; J.D. University of Puget Sound, M.I.M., American Graduate School of International Management; Ph.D., University of Tennessee.
- ROSE J. LIPPARD, M.B.A., J.D. (1989)
Assistant Professor of Business
 A.B., Meredith College; M.B.A., American University; J.D., George Washington University.
- W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
 Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester; additional study, Akademie "Mozarteum," Salzburg, Austria; Syracuse University; Duke University.
- MAR MARTINEZ-GONGORA, Ph.D. (1998)
Assistant Professor of Foreign Languages
 A.M., Ph.D., University of Virginia.
- CHERYL MARTINE, Ph.D. (1990)
Associate Professor of Education
 A.B., SUNY-Genesco; A.M., New School for Social Research; Ph.D., University of North Carolina at Chapel Hill.
- NAN MILLER, A.M. (1986)
Assistant Professor of English
 A.B., Wake Forest University; A.M., North Carolina State University.
- BETH A. MULVANEY, Ph.D. (1989)
Assistant Professor of Art
 A.B., State University of New York, Buffalo; A.M., Ph.D., University of North Carolina at Chapel Hill.
- SUSAN GANDY MUNROE, Ph.D. (1998)
Assistant Professor of Human Environmental Sciences
 B.S., M.S., Florida State University-Tallahassee; Ph.D., University of Tennessee-Knoxville
- CARRIE NICHOLS, M.L.S. (1994)
Catalog Librarian
 A.B., M.L.S., North Carolina Central University.
- HARRIETT NITTOLI, Ph.D. (1997)
Assistant Professor of Foreign Languages
 A.B., East Carolina University; A.M., Ph.D., University of North Carolina at Chapel Hill.
- MICHAEL NOVAK, Ph.D. (1987)
Professor of History
 A.B., Denison University; A.M., Ph.D., Harvard University.
- REBECCA J. OATSVALL, Ph.D. (1984)
Professor of Business
 B.S., M.Acc., Ph.D., University of South Carolina.
- MURPHY OSBORNE, Ed.D. (1988)
Vice President for Institutional Advancement
 B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.
- ALLEN F. PAGE, Ph.D. (1973)
Professor of Religion
 A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.
- FRANCES McCACHERN PAGE, Ed.D. (1980)
Professor of Music
 A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.
- DAVID PARKER, M.F.A. (1993)
Associate Professor of Art
 A.A., Campbell University; A.B., M.F.A. East Carolina University.
- WETONAH PARKER, Ed.D. (1993)
Associate Professor of Education
 B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.
- LISA PEARCE, M.F.A. (1996)
Assistant Professor of Art
 A.B., Meredith College; M.F.A. University of North Carolina at Greensboro.
- THOMAS PENCEK, D.B.A. (1998)
Associate Professor of Business

B.S., State University of New York at Fredonia; M.B.A., D.B.A., Mississippi State University.

CHRISTA PHILLIPS, M.F.A. (1999)

Assistant Professor of Theatre

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro.

BRENT A. PITTS, Ph.D. (1981)

Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Supérieure de Commerce de Lyon.

WALDA POWELL, Ph.D. (1995)

Assistant Professor of Chemistry

B.S., M.S., Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)

Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)

Associate Professor of Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

MARTINE REY, Ph.D. (1991)

Assistant Professor of Foreign Languages

A.M., University of Tübingen, Germany; A.M., Northern Arizona University; Ph.D., University of North Carolina at Chapel Hill.

JEAN RICK, M.S. (1994)

Reference Librarian

A.B., Wittenberg University; A.M., West Texas A&M University; M.S., University of North Carolina at Chapel Hill.

CATHERINE B. RODGERS, M.F.A. (1988)

Associate Professor of Theatre

A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

CARLA ROSS, Ph.D. (1998)

A.B., University of Southern Mississippi; M.A., University of Georgia; Ph.D., University of Southern Mississippi.

MARK ROSSO, M.B.A. (1994)

Assistant Professor of Computer Science

A.B., Northwestern University; A.M., Duke University; M.B.A., University of North Carolina at Chapel Hill.

REGINA ROWLAND, A.M. (1995)

Assistant Professor of Art

A.B., Meredith College; A.M., North Carolina State University; additional graduate study, North Carolina State University.

ALICIA A. SCHLINTZ, M.Ed. (1994)

Instructor of Mathematics

B.S., M.Ed., North Carolina State University.

SHERRY SHAPIRO, Ed.D. (1989)

Associate Professor of Dance

A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

REGINALD B. SHIFLETT, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)

Professor of Photography and Foreign Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A., C.M.A. (1982)

Assistant Professor of Business

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

LaROSE F. SPOONER, Ed.D. (1967)

Vice President for Marketing

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

SUSAN SQUIRES, M.S.L.S. (1988)

Reference Librarian

A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, D.S.W. (1973)

Professor of Social Work

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

JANICE C. SWAB, Ph.D. (1992)

Professor of Biology

B.S. Appalachian State University; M.S., Ph.D., University of South Carolina.

CHARLES TAYLOR, Jr., M.B.A. (1983)

Vice President for Business and Finance

B.S., M.B.A., East Carolina University.

LOUISE TAYLOR, Ph.D. (1978)

Professor of English

A.B., Swarthmore College; M.A.T., Duke University;
A.M., Ph.D., Florida State University.

MARTHA JANE TERRY, M.F.A. (1991)

Assistant Professor of Art

B.F.A., University of North Carolina at Chapel Hill;
M.F.A., Tyler School of Art.

MARY L. THOMAS, Ph.D. (1982)

Professor of Foreign Languages

A.B., Ohio University; A.M., Ph.D., University of
Michigan; postdoctoral study, University of North
Carolina at Chapel Hill.

DEBORAH TIPPETT, Ph.D. (1987)

Professor of Human Environmental Sciences

B.S., M.S., Ph.D., University of North Carolina at
Greensboro.

BARBARA TRUE-WEBER, Ph.D. (1988)

Associate Professor of Politics

A.B. and B.S.E., Kansas State Teachers College; A.M.,
University of Missouri; Ph.D., University of North
Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Professor of Music

A.B., Adelphi University; Mus.M., Butler University;
Ph.D., Eastman School of Music of the University of
Rochester.

ROBERT L. VANCE, Ph.D. (1981)

Professor of Religion and Philosophy

A.B., Davidson College; M.Div., Southeastern Baptist
Theological Seminary; Ph.D., Emory University.

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Associate Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

EDWARD M. WALLER, M.S. (1986)

Technical Services Librarian

A.B., Wake Forest University; A.M., Duke University;
M.S., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)

Professor of English

A.B., A.M., Ph.D., University of Virginia.

BETTY WEBB, Ph.D. (1971) (1974)

Professor of English

A.B., Meredith College; A.M., North Carolina State
University; Ph.D., University of North Carolina at Chapel
Hill.

ELIZABETH A. WEIR, Ed.D. (1988)

Associate Professor of Education

B.Ed., Massey University, Palmerston North, New
Zealand; M.Ed., Ed.D., North Carolina State University.

SUSAN B. WESSELS, M.B.A., C.P.A. (1978)

Professor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

ELLEN WILLIAMS, D.M. (1992)

Associate Professor of Music

A.B., Meredith College; M.M., New England
Conservatory; D.M., Florida State University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)

Assistant Professor of Education

A.B., University of North Carolina at Chapel Hill; M.Ed.,
Meredith College.

PAUL WINTERHOFF, Ph.D. (1995)

Assistant Professor of Human Environmental Sciences

A.B., Duke University; M.S., Ph.D., University of North
Carolina at Greensboro.

ELIZABETH D. WOLFINGER, Ph.D. (1992)

Associate Professor of Biology

B.S., Liberty University; Ph.D., North Carolina State
University.

ANNE YORK, Ph.D. (1999)

Assistant Professor of Business

B.S., Elon College; M.S., University of North Carolina at
Chapel Hill; Ph.D., North Carolina State University.

RHONDA M. ZINGRAFF, Ph.D. (1979)

Professor of Sociology

B.S., Virginia Commonwealth University; A.M., Ph.D.,
Bowling Green State University.

ADJUNCT FACULTY, 1999–2000

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

BENJAMIN ALBERS, A.M.. (1998)

Sociology

A.M., Duke University.

BETTY ADCOCK (1983)

Writer-in-Residence

KIMBERLY ALLEMANG, A.B. (1997)

Music

A.B., Indiana State University

SUZANNE ANDRON, M.L.A. (1988)

Human Environmental Sciences

B.S., Pratt Institute; M.L.A., North Carolina State University.

SUE BALLARD, B.S. (1995)

Human Environmental Sciences

B.S., University of North Carolina at Greensboro.

DEBRAH BARISH, M.Ag. (1990)

Human Environmental Sciences

B.S., M.Ag. University of Florida.

DENISE BASSETT, M.B.A. (1998)

Mathematics

B.S., M.B.A., State University of New York at Buffalo.

SALLY BAUMANN, Ph.D. (1999)

Foreign Languages

A.B., Indiana University; A.M., Ph.D., University of Chicago.

DAVID BEADLE, M.F.A. (1998)

Dance

A.B., Manhattanville College; M.F.A., Ohio State University.

RICHARD BEATTY, M.F.A. (1989)

Art

B.S., East Carolina University; M.Ed., M.F.A., University of North Carolina at Greensboro.

ELLEN BIRCH, M.Ed. (1997)

Mathematics

B.S., M.Ed., North Carolina State University.

LISA BLACKLEDGE, M.M. (1990)

Music

Mus.B., University of Wisconsin at Madison; Mus.M., University of North Carolina at Chapel Hill.

LAURA BRADFORD, A.B. (1997)

Physical Education

A.A., Palm Beach Junior College; A.B., Catholic University.

KRISTI S. BREWER, A.M. (1994)

Communication

A.B., B.S., Concord College; A.M., Marshall University.

SUZANNE BRITT, A.M. (1987)

English

A.B., Salem College; A.M., Washington University.

ANGIE BROWNING, A.B. (1999)

Physical Education

A.B., Meredith College.

SILVIA BYER, A.M. (1996)

Foreign Languages

A.B., University of Torino; A.M., University of North Carolina at Chapel Hill.

LISBETH B. CARTER, Mus.M. (1994)

Music

Mus.B., Boston Conservatory of Music; Mus.M., Meredith College.

JANET CHERRY, Mus.M. (1988)

Music

Mus.B., Mus.M., Meredith College.

BERNARD H. COCHRAN, Ph.D. (1960)

Religion

A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; postdoctoral research, Yale University.

ROD COCKSHUTT, A.B. (1988)

English

A.B., Washington and Lee University.

HELEN COLLIER, M.ED. (1999)

Education

A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

MITZI COOK (1998)

Human Environmental Sciences

M.R., North Carolina State University.

CANDIS COXE, M.A. (1995)

Foreign Languages

B.A., Bucknell University; M.A., University of North Carolina at Chapel Hill.

GEORGE CRADDOCK, Ph.D. (1999)

Foreign Languages

A.B., University of North Carolina at Chapel Hill; Ph.D.,

Louisiana State University.

WALLACE CRUMPLER, M.L.Sci. (1995)

Biology

B.S., North Carolina State University; M. Life Sciences, North Carolina State University.

ALICE W. DAUGHERTY, Mus.M. (1971)

Music

Mus.B., Lawrence College; Mus.M., Meredith College; additional study, Juilliard School of Music.

KAREL DiFRANCO, M.S. (1998)

Psychology

B.S., M.S., State University College at Buffalo; M.S., Niagara University.

SUZANNE DORSEY, A.M. (1992)

Education

B.S., University of Missouri; A.M. Bradley University.

SUSAN DRURY-RHONER, M.S. (1999)

Physical Education

A.B., University of California; M.S., California Polytechnic State University.

JUDY DUNSON, A.B. (1985)

Music

A.B., Meredith College.

JANIS DUPRE, Mus.M. (1994)

Music

Mus.B., Mus.M., Florida State University.

JOHN ENTZI, Ph.D. (2000)

Music

B.M., UNC-Greensboro; M.A., Appalachian State University; D.M.A., University of South Carolina.

MARGARET EVANS, Mus.D. (1994)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

BETTY JO FARRINGTON, A.B. (1969)

Music

A.B., Meredith College.

MELINDA FINE, (1998)

Art

LORI FREAR, B.S. (1998)

Biology

B.S., University of New York at Oswego.

DANA FRIEDLI, Mus.M. (1994)

Music

Mus.B., Mus.M., Mannes College of Music.

EDWARD FULLER, Ph.D. (1995)

Computer Science

B.S., Old Dominion University; M.B.A., Florida Atlantic University; Ph.D., Florida Atlantic University.

JOHN FULLER, Ph.D. (1997)

Music

B.M.E., Ph.D., The Ohio State University; Mus.M., Cleveland State University.

SUSAN FUSSELL, Ph.D. (Sp. 2000)

Human Environmental Sciences

A.B., Smith College; Ph.D., University of California, Berkeley.

ELLIOTT GAFFER, M.A. T. (Sp. 2000)

Foreign Languages

B.A., University of Massachusetts; M.A.T., Brown University.

MARGARET E. GARRISS, Mus.M. (1989)

Music

Mus.B., Meredith College; Mus.M., Meredith College.

CHAD GAYLE, A.M. (1998)

English

A.B., A.M., Texas A&M University.

ELIZABETH GILLELAND, Ph.D. (1990)

Psychology

A.B., Furman University; M.S., Ph.D., North Carolina State University.

JIMMY GILMORE, Mus.M. (1994)

Music

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Juilliard School of Music.

JOHN W. GIVVINES, B.S. (1975)

Art

B.S., Western Carolina University.

RICH GOLDBERG, M.F.A., (1999)

Art

A.B., Pennsylvania State University; M.F.A., East Carolina University.

LYNN GREGORIO, Ph.D. (1998)

Mathematics

B.S., M.S., Ph.D., North Carolina State University.

AMY GRISWOLD

PAMELA HALVERSON, Mus.B. (1992)

Music

Mus.B., University of Michigan; graduate study,
University of North Carolina at Chapel Hill.

LEONA HARRIS, B.S. (1999)

Mathematics

B.S., Spelman College

CARRIE HOLLAND, A.M. (1996)

Foreign Languages - Spanish

A.B., University of Texas at Austin; A.M., Middlebury
University.

KELLY HOLZKNECHT, M.S. (1998)

Physics

B.S., Valdosta State College; M.S., Indiana University of
Pennsylvania.

VIRGINIA HUDSON, Mus.M. (1981)

Music

Mus.B., University of Texas; Mus.M., North Carolina
School of the Arts.

CHRIS HUEBNER, M.A. (Sp.2000)

Religion

B.A., M.A., University of Manitoba; B.Th., Canadian
Mennonite Bible College.

MARVIN HUNT, Ph.D. (Sp.2000)

English

B.A., M.A., East Carolina University; Ph.D., University of
North Carolina at Chapel Hill.

REBECCA HUTCHINS, B.F.A. (Sp. 2000)

Physical Education

B.F.A., North Carolina School of the Arts

BRENDA O. JOHNSTON, Ed.D. (1986)

Business

A.B., M.S., Ed.D., North Carolina State University.

DONNA G. JOLLY, M.M. (1989)

Music

Mus.B., East Carolina University; M.M., Meredith
College.

ALICE JONES, M.S. (1994)

Computer Science

B.S., University of Pittsburgh; M.S., Syracuse University.

VANESSA JONES, M.A. (Sp. 2000)

English

B.A., Bucknell University; M.A., University of Iowa.

MICHAEL JORDAN, Ed.S. (1998)

Education

A.B., University of North Carolina at Chapel Hill; A.M.,
Ed.S., East Carolina University

MICHAEL KIMBALL, Ph.D. (Sp. 2000)

Sociology

B.A., College of the Atlantic; Ph.D., University of
Wisconsin-Madison

ELIZABETH KIRK, B.M. (Sp. 2000)

Music

B.M., Meredith College

MELEA KIRK, M.B.A.

Computer Science

B.S., M.B.A., Meredith College.

ADAM KLEIN, Ph.D. (Sp. 2000)

Psychology

M.A., Ph.D., United States International University

DONNA KOCUR, M.Ed. (1994)

Education

B.S., Pennsylvania State University; M.Ed., Meredith
College.

SHELLY KRAFT (1996)

Psychology

JOHN KREIS, Ph.D. (1999)

History

A.B., Boston University; A.M., Ph.D., University of
Missouri – Columbia

MICHELE LAMPRAKOS, M.A. (Sp. 2000)

Physical Education

B.A., Princeton University; M.Arch., University of
California-Berkeley.

RUTH LITTLE, Ph.D. (Sp. 2000)

History

B.A., Ph.D., UNC-Chapel Hill; B.A., Brown University.

TOM LOHR, Mus.M. (1979)

Music

Mus.B., University of North Carolina at Chapel Hill;

Mus.M., University of Kentucky.

MARK McENTIRE, Ph.D. (1998)

Religion

MAUREEN MCGREGOR, A.M. (1986)

English

A.B., University of Leeds; A.M., North Carolina State
University.

KIRSTIE MARX, (1999)

Physical Education

LUCY MELBOURNE, M.A. (Sp. 2000)

English

B.A., George Washington University; M.A., The Catholic

University of America.

MANLEY MIDGETT, M.S. (1987)

Education

B.S., M.S., University of North Carolina at Chapel Hill.

MYRNA MILLER, J.D. (Sp. 2000)

Sociology

A.B., J.D., MsS.W., UNC-Chapel Hill

RICHARD MILLER-HARAWAY, M.S.W. (Sp. 2000)

Sociology

B.A., Duke University; M.S.W., UNC-Chapel Hill.

KAREN ALLRED MITCHELL, Mus.M. (1995)

Music

Mus.B., Meredith College; Mus.M., University of North Carolina at Chapel Hill.

RUTH MOCK, (1998)

Music

JAN D. MORGAN, M.F.A. (1995)

Communication

A.B., Wake Forest University; M.F.A., Brown University.

DEBRA MURPHY, Ph.D., (1999)

Religion

B.S., West Virginia Wesleyan College; M.T.S., Duke University Divinity School; Ph.D., Drew University.

PAMELA W. NELSON, Mus.M. (1977)

Music

Mus.B., Southern Illinois University; Mus.M., North Carolina School of the Arts.

ANN NOLAND, M.Ed. (1998)

Human Environmental Sciences

A.B., Agnes Scott College; M.S.W., University of Michigan; M.Ed., North Carolina State University.

MARK O'DeKIRK, Ph.D. (1998)

Psychology

A.B., North Carolina State University; A.M., Ph.D., University of Alabama.

PHYLLIS O'HARA, B.S. (1993)

Mathematics

B.S., Meredith; Postgraduate Diploma-University of Warwick.

MARGARET O'SHAUGHNESSEY, Ph.D. (1995)

English

A.B., Vanderbilt University; A.M., Ph.D., Duke University.

CHRISTOPHER OUSLEY, M.A. (Sp.2000)

Physical Education

B.A., M.A., East Carolina University

MARTA PARTRIDGE, Mus.B. (1981)

Music

Mus.B., New England Conservatory.

JAMES PIAZZA, (1998)

History

A.B., Loyola University; M.A., University of Michigan.

RISA PONIROS, Mus.M. (1997)

Music

Mus.B., University of North Carolina at Greensboro;

Mus.M., University of Tennessee at Knoxville.

ALEX POORMAN, M.Arch. (1997)

Human Environmental Sciences

B.Int. Arch., Kansas State University; M.Arch., North Carolina State University.

CHARLES PORTERFIELD, Ph.D. (1997)

Communication

A.B., Birmingham Southern College; A.M., State University of Iowa; Ph.D., Louisiana State University.

DEBRA POWELL, M.A.T. (1999)

Physical Education

B.S., Western Carolina University; M.A.T., University of North Carolina at Chapel Hill.

WILLIAM PRICE, Ph.D. (1995)

History

A.B., Duke University; A.M., Ph.D., University of North Carolina at Chapel Hill.

RANDY PUETT (1995)

Health, Physical Education, Dance

MICHAEL RACKETT, M.Div. (1999)

Religion

A.B., College of William and Mary; M.Div., Southern Baptist Theological Seminary.

MELISSA RALEY, Mus.B. (1992)

Physical Education

Mus.B., Meredith College.

LISA RANDOLPH, Mus.B. (1992)

Music

Mus.B., University of North Carolina at Chapel Hill.

ELEANOR REUER, A.M. (1995)

Art

B.F.A., University of North Carolina, Greensboro; A.M., University of North Carolina, Chapel Hill; Post Graduate Diploma, Hochschule Fur Bildende Kunst, Berlin; Academie DuGrande Chaumiere, Paris.

CAROL RICHARD, A.M. (1998)

Physical Education

A.B., A.M., University of Michigan.

KATHERINE RICHTER, M.Ed. (1997)

Chemistry and Physical Sciences

B.S., Frostburg State University; M.Ed., North Carolina State University.

KATHLEEN RIEDER, M.F.A. (1974)

Art

B.F.A., Columbus College of Art and Design; M.F.A., University of North Carolina, Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)

Music

A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris; additional study, University of North Carolina at Chapel Hill, Meredith College.

KELLY ROBERTS, M.S. (1998)

English

A.B., Meredith College; M.S., North Carolina State University.

LOU ROSSER, A.M. (1991)

English

A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

JODY ROUBANIS, B.S. (1997)

Human Environmental Sciences

A.A., Orange Coast College, B.S., California State University.

MARY ANN SCHERR, A.M. (1995)

Art

A.M., Kent State University.

MARILYN SCHIERMEIER, M.Ed. (1995)

Mathematics

A.B., Webster College; M.Ed., North Carolina State University.

LENA SIBERT, Ph.D. (1999)

Human Environmental Sciences

PAULA SIWEK, M.F.A. (Sp.2000)

Art

B.A., Goddard College; M.F.A., Pratt Institute.

THOMAS W. SMART, M.B.A., C.P.A. (1996)

Business

B.B.A., Manhattan College; M.B.A., University of Scranton.

TIMOTHY W. SPARKS, Mus.M. (1993)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., Eastman School of Music of the University of Rochester.

GEORGIA SPRINGER, M.P.D. (1990)

Art

A.B., Duke University; J.D., George Washington University; M.P.D., North Carolina State University.

EDYTHE STANISLAW, M.S. (1985)

Mathematics

A.B., Geneva College; M.S., Oklahoma State University.

HENRY M. STEELE, Ph.D. (1991)

Business

B.S., A.M., University of Missouri; Ph.D., Indiana University.

MEREDITH STEELE, M.F.A. (1997)

Art

B.F.A. Savannah College of Art and Design; M.F.A., Winthrop University.

ANGELA STEPHENSON, Mus.M. (1992)

Music

Mus.B., Mus.M., Meredith College.

EDWARD STEPHENSON, Mus.B. (1987)

Music

Mus.B., North Carolina School of the Arts.

MARGIE STEWART, M.F.A. (1998)

Art

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.P.D., North Carolina State University; M.F.A., University of North Carolina at Greensboro.

CORNELIUS SWART (1993)

Education

BARBARA TAYLOR, (1998)

Human Environmental Sciences

SALLY ZEIGLER THOMAS, Mus.M. (1983)

Music

Mus.B., Meredith College; Mus.M., Ohio State University; doctoral study, University of North Carolina at Greensboro.

MARY TOKAS, M.H.R.M. (1998)

Instructor of Business

B.B.A., University of Massachusetts; M.B.A., Lindenwood College; M.H.R.M. program, Washington University.

LORRIE TOMEK, Ph.D. (1997)

Mathematics

B.S., SUNY at Binghamton; M.S., University of North Carolina at Charlotte; Ph.D., Duke University.

BONNIE TORGERSON, M.Ed. (1993)

Education

A.B., Webster College; M.Ed. Duke University.

KENNETH VICKERY, Ph.D. (Sp.2000)

History

B.A., Duke University; Ph.D., Yale University.

CHERYL WARREN, A.M. (1998)

Chemistry

A.B., Wright State University; A.M., Miami University.

KRISTIN WATKINS, M.B.A. (1998)

Computer Science

B.S., M.B.A., Meredith College.

BURGUNDE WINZ, Ph.D. (1978)

Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

FACULTY EMERITI

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)

Vice President for Administrative Affairs

A.B., Mississippi College.

VERGEAN BIRKIN, A.M. (1973)

Assistant Professor of Geography

A.B., A.M., University of Colorado.

CLARA R. BUNN, Ph.D. (1969)

Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina

State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University;

B.D., Southeastern Baptist Theological Seminary; A.M.,

Ph.D., Duke University.

JACQUES COMEAUX, Ph.D. (1983)

Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa;

A.M., University of Salamanca; Ph.D. Florida State

University.

JAMES C. CREW, Ph.D. (1990)

Professor of Business

B.S., M.Econ., Ph.D., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern

Baptist Theological Seminary; postdoctoral research, Duke

University, Union Theological Seminary, University of

North Carolina at Chapel Hill.

ANNE DAHLE, M.Ed. (1972)

Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State

University.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama;

graduate study, University of Alabama, North Carolina

State University.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business

B.S., M.S., University of North Carolina at Greensboro;

Ed.D., Indiana University.

PHYLLIS W. GARRISS, Mus.M. (1951)

Associate Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School

of Music, the University of Rochester.

ALICE GOODE, Mus.B. (1974)

Instructor of Voice

Mus.B., Texas Tech University.

BLUMA GREENBERG, M.A. (1976)

Assistant Professor of Art

B.A., Duke University; M.A., University of North

Carolina at Chapel Hill.

FRANK L. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

JOHN HIOTT, M.Div. (1968)

Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

ELLEN M. IRONSIDE, Ph.D. (1983)

Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study, Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

DOROTHY K. PRESTON, Ph.D. (1961)

Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)

College Editor and Director of Publications

A.B., Meredith College.

DOROTHY J. SIZEMORE, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)

Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

MARILYN M. STUBER, Ed.D. (1965)

Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)

Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)

Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)

Faculty Secretary

A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

— Office of the President

MAUREEN A. HARTFORD, Ed.D. (1999)

President

SUE E. KEARNEY, A.M. (1966)

Dean of Enrollment Planning and Institutional Effectiveness

CAROLYN C. ROBINSON, A.B. (1958)

College Historian

T. ROBERT MULLINAX, M.Div. (1999)

Assistant to the President for Church Relations and Communications

RORY A. MUELLER, A.A. (2000)

Special Assistant to the President

— Marketing**Office of the Vice President for Marketing**

LaROSE F. SPOONER, Ed.D. (1967)

Vice President

CATHERYNE P. ALLEN (1998)

Administrative Assistant

Enrollment Planning and Institutional Effectiveness

SUE E. KEARNEY, A.M. (1966)

Dean

KATIE M. TORO, M.A. (1998)

Research Associate

F. SIMONE TIU, M.S. (2000)

Assessment Coordinator and Research Analyst

SUZANNE M. GARRISON, M.B.A. (2000)

Research/Administrative Assistant

Admissions

CAROL R. KERCHEVAL, M.Ed. (1994)

Director of Admissions

GRETCHEN M. SOLOMON, M.Ed. (1991)

Associate Director of Admissions

PATRICIA E. ABRAMS (1999)

Recruitment Programs Assistant

HEIDI L. FLETCHER, M.A. (1999)

Admissions Counselor

JENNIFER L. GOWER

Recruitment Programs Assistant

KAREN L. MOONEY, M.B.A. (1994)

Records Manager

DIANNE G. PARKER, A.A. (1996)

Administrative Secretary

JEANNETTE E. WHITE, B.B.A. (1999)

Recruiting Processing Assistant

PAULA L. WILLIAMS, B.A. (1999)

Admissions Counselor

Financial Assistance

WILLIAM A. COX, M.A. (2000)

Director

CAROL J. SANDERSON (1990)

Associate Director

BETTY G. HARPER, B.S. (1994)

Assistant Director

GINI V. STELLE (1995)

Financial Aid Officer

JUDY L. THOMPSON (1998)

Secretary

Marketing and Communications

JEANNIE S. MORELOCK, M.B.A. (1988)

Director

PATRICIA GWALTNEY, B.S.W. (1998)

Manager of Graphic Design

BETTY CRENSHAW, B.A. (1999)

Graphic Designer

KRISTI EAVES-MCLENNAN, B.A. (2000)

Assistant Director of Communications

TORI NICOL LOCKAMY, B.A. (2000)

Office Manager

— Academics

Office of the Vice President for Academic Affairs

ROSALIND R. REICHARD, Ph.D. (2000)

Vice President for Academic Affairs

ANNE E. PICKARD, A.A. (1974)

Administrative Assistant

CONNIE AHRENDSON (1999)

Departmental Assistant

JOELLEN ADAMS (1999)

Departmental Assistant

NANCY BORINTRAGER (1997)

Departmental Assistant

DOTTY LOU GANDY (1979)

Departmental Assistant

AMY KINNEY (1998)

Departmental Assistant

BARBARA McKAY (1997)

Departmental Assistant

ALYCE PARKER-TOWNSEND (1986)

Departmental Assistant

JEANNETTE ROGERS (1998)

Departmental Assistant

WESLEY SATTERWHITE (1999)

Departmental Assistant

BELINDA STYRON (1998)

Departmental Assistant

MARCEE TOLIVER (1998)

Departmental Assistant

ALYCE TURNER, A.B. (1993)

Departmental Assistant

SUSANN UPHAM (1995)

Departmental Assistant

NANCY WILLIAMS (1999)

Departmental Assistant

Office of the Registrar

SUE TODD, A.B. (1968)

Registrar

BETSY STEWART, A.B. (1996)

Associate Registrar

SUE GREINER, M.T.S. (1999)

Assistant Registrar

LINDA WANN, B.A. (1999)

Records Secretary

SHARON GALECKI, A.A.S. (1990)

Records Secretary

Library

JANET L. FREEMAN, M.L.S. (1984)

Dean of Library Information Services

EDWARD M. WALLER, M.S.L.S. (1986)

Technical Services Librarian

SUSAN SQUIRES, M.L.S. (1988)

Reference Librarian

JOHN W. KINCHELOE III, M.A. (1985)

Media Specialist

JEAN RICK, M.S. (1994)

Reference Librarian

CARRIE ALLEN NICHOLS, M.L.S. (1993)

Catalog Librarian

DIANA McCLUNG (1987)

Circulation Supervisor

JOE FERRARA, (1998)

Cable Administrator

ALICE McNEIL (1976)

Library Assistant, Technical Services

GERALDINE SARGENT (1978)

Secretary

MARGARET SEXTON (1975)

Library Assistant, Technical Services

C. RICHARD McBANE, JR., B.S.E.E. (1986)

Library Assistant, Media Services

CHRISTIE LEE (1990)

Library Assistant, Circulation

DONNA GARNER (1990)

Music Library Supervisor

DIANNE ANDREWS, (1995)

Library Assistant, Circulation

MARY PAUL THOMAS (1999)

Library Assistant, Technical Services

Continuing Education

MARY S. JOHNSON, Ed.D. (1980)

Dean of Continuing Education

SANDRA C. CLOSE, A.B. (1986)

Director, Undergraduate Degree Program for Women Age 23+

MARGARET CLARY, M.Ed. (1989)

Associate Director, 23+ Program

LENELLE JONES, B.S. (1999)

Assistant Director, 23+ Program

PAULA O'BRIANT, B.S. (1994)

Director, Community Programs

KAREN SAMPSON (1996)

Assistant, Community Programs

E. PAGE POTTER, J.D. (1987)

Director, Legal Assistants Program

HEATHER KINRADE (1999)

Program Assistant, Legal Assistants Program

PEGGY ABERNATHY (1993)

Program Assistant, 23+ Program

ANNE HENDERSON, B.A. (1995)

Program Assistant, 23+ Program

PAULA BROOME (1999)

Receptionist/Office Assistant

Graduate Studies

MARY S. JOHNSON, Ed.D. (1980)

Dean of the John E. Weems Graduate School

CARROL B. SNODGRASS (1987)

Administrative Assistant

KAREN GREENE, M.Ed. (1998)

Graduate Coordinator

HEATHER POLLARD, B.A. (1999)

Graduate Recruiter

Campus Events

MARTHA HARRELL, (1979)

Coordinator

SAVITA FARMAH, (1998)

Office Assistant

Teaching Fellows Program

ALMA LANE LEE, M.Ed. (1993)

Director

LINDA BOONE (1991)

Assistant

Honors Program

TO BE ANNOUNCED

Director

International Studies

BETTY WEBB, Ph.D. (1974)

Director

Academic Computing

RUTH ANN BALLA, M.S. (1987)

Director

Capstone

ROSEMARY HORNAK, Ph.D. (1977)

Director

Faculty Development

MARY THOMAS, Ph.D. (1982)
Director

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)
Director

— Student Development

Office of the Vice President for Student Development

JEAN JACKSON, Ph.D. (1983)
Vice President
MARY ANN BEAM, A.A. (1988)
Assistant to the Division

Office of Academic Advising

NAN MCADEN, M.S. (1998)
Director

Office of the Dean of Students

ANN GLEASON, M.Ed. (1997)
Dean
STEPHANIE HELMS, M.Ed. (1997)
Director for Commuter Life and Special Services
CHRISTINA NUTTLE BUMGARDNER,
M.Ed. (1994)
Co-Director of First Year Experience
CAROLYN KONING, M.ED. (1999)
Co-Director of First Year Experience
CHARLENE J. GAINES, M.Ed. (1999)
Director of Residence Life
MICHELLE AHERON, B.S. (1999)
Residence Director
CAROL CATO, M.DIV. (1999)
Residence Director
SARAH ISHAM, A.B. (1999)
Residence Director
REGINA MACK, A.B. (1999)
Residence Director
LEA METZ, B.S. (1999)
Residence Director

EBONY WILLIAMS, A.B. (1999)
Residence Director

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister
LYNNE WHEATLEY, M.L.S. (2000)
Coordinator of Volunteer Services
PENNY ULMER (1993)
Secretary

Career Center

GORDON W. FOLGER, M.A. Ed. (1987)
Director
MARY BECK W. SUTTON, M.Ed. (1998)
*Assistant Director for Employer Relations &
Cooperative Education*
TONI R. RHORER, M.ED. (1999)
Assistant Director for Career Development
MARY ELLEN PHILEN, B.A. (1985)
Office Manager
ANN B. PHILLIPS (1989)
Administrative Secretary

Student Activities and Leadership Development

CHERYL S. JENKINS, M.Ed. (1991)
Director
DENA PRICE, M.A.Ed. (1998)
Assistant Director
To be named
Assistant Director
MARGE KEYES (1991)
Office Manager
KATHY OWEN, A.B. (1999)
Office Manager

Counseling Center

BETH MEIER, M.A. (1993)
Director
LYNN KOHN, M.S.W. (1999)
Assistant Director
LORIANN STRETCH, M.S. (1999)
Assistant Director

SUZANNE ROBERTS, M.S.W. (1999)

Counselor

CAROLYN SWARTZ (1998)

Office Manager

—Business and Finance

Office of the Executive Vice President

CHARLES E. TAYLOR, JR., M.B.A. (1983)

Executive Vice President

DEE PERRY (1996)

Administrative Assistant

Business and Finance Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

Controller

LORI DUKE, B.S. (1999)

Accounting Supervisor

KAREN HODGES (1999)

Accounts Receivable

JANICE TURNER (1999)

Accounts Payable

College Store

MARY ANN REESE, B.S. (1984)

Manager

FRANCES GILLIS (1973)

Merchandise Coordinator

TERRA STEWART (1998)

Textbook Manager

Copy Center

SHARON SMITH (1997)

Manager

CATHERINE ATWATER (1998)

Copy Center Assistant

Facilities Services

GREGORY AHRENDSEN, M.S.B.A. (1997)

Facilities Manager

PATTY BLACKWELL, B.A. (1996)

CMMS Clerk

JOHN WILSON, B.A. (1997)

Materials Coordinator

Maintenance

DONALD SWAIN (1998)

Maintenance Manager

RICK HAGEN (1998)

Maintenance Supervisor

GEORGE ASHOO (1988)

JOE BROWN (1988)

TOM EDMONDSON (1977)

CHRIS HALL (1999)

GREGORY ALLEN JONES (1998)

JAMES JONES (1981)

JERRY LYNCH (1996)

DAVID A. McLEOD (1990)

KEITH POOLE (1995)

JAMES WALKER (1998)

Grounds

HARRY CADMAN, A.A.S. (1996)

Grounds Manager

DARNELL SMITH (1981)

Grounds Supervisor

V.C. MEDLIN, JR. (1981)

Courier, Escort, Vehicle Maintenance

GALDINO AVILA (1987)

ROBERTO AVILA (1992)

VICTOR AVILA (1999)

EDUARDO GARCIA (1999)

FRANCISCO HUERTA (1995)

DAGOBERTO HERTADO (1994)

ALFREDO MENDEZ (1999)

Housekeeping

BOB MURPHY (1997)

Housekeeping Manager

CRAIG BRIDGES (1987)

Housekeeping Supervisor

WILLIAM COOPER (1986)

Housekeeping Supervisor

JUDY FOSTER (1995)

Assistant Housekeeping Supervisor

BARBARA ROBINSON (1984)

Assistant Housekeeping Supervisor

Housekeeping Staff

CAROLYN ALEXANDER (1998)

CHERYL BROWN (1998)

CHRISTOPHER BUNCH (1995)

WILLIE CLEG (2000)

SYLVESTER CORNEY (1989)

MARILYN FLEMONS (1993)

DOUGLAS FULTON (1994)

EDNA GREGORY (1989)

MALCOM HOWARD (1998)

WILLIE HOWARD (1982)

REATHA JEFFERIES (1985)

JACQUELINE LEATHERS (1999)

MAGGIE LUCAS (1999)

MAGDELINE MONTAGUE (1998)

DUC VAN NGUYEN (1994)

EMMA PITTMAN (1993)

ANNIE RUTH SMITH (1981)

WILLIAM SPEARMAN (1994)

MARY ANN TUCK (1996)

REBECCA WHITAKER (1998)

Food Services (ARA)

THAD O'BRIANT (1990)

Manager

Human Resources

KAY MILLER (1992)

Payroll Coordinator

MARIPAT PLOCKI (1998)

Personnel Coordinator

Post Office

ALYSIA BRASWELL (1990)

Postal Supervisor

CECELIA MILLER (1988)

Information Services Assistant

WILLIE KING (1956)

Postal Carrier

Campus Police

FRANK STRICKLAND (1999)

Chief of Police

TO BE ANNOUNCED

Operations Officer

JEANETTE MCLEOD (1991)

Parking Director

Campus Police Officers

KENNETH KURTZ, M.S. (1998)

MARSHALL MATTHEWS (2000)

HOLLY MURPHY (1998)

LISA ROBINSON (1997)

RANDY SMITH (1999)

CEDRIC VENABLE (1999)

EDDIE WHEELER (1999)

Security Officers

DON APPLEFORD (1989)

LISA GEIST (1989)

DEBORAH HARGETT (1999)

SHERWOOD JONES (1974)

ROBERT LUEDTKE (2000)

WILLIAM MOORE (2000)

BRUCE NEWMAN (1999)

JOSEPH TORRISI (2000)

BETTY TREVATHAN (1993)

KATHY WEINEL (2000)

Health Services

RUTH PEARCE, R.N.-C (1980)

Director

ANNE SMITHSON, M.D. (1995)

Physician

MELINDA McLAIN, R.N.-C (1991)

Nurse

LORETTA PEARSON, R.N. (1992)

Nurse

Technology Services

RUTH ANN BALLA, M.S. (1987)

Manager

DOUGLAS ALM, B.S. (1995)

Network Systems Supervisor

TIM BARTLETT (1996)

Technician

KAREN FERRELL (2000)

Receptionist

BONNIE FURMAN, B.A. (1986)

Technical Trainer

BILL GEORGE, B.A. (1999)

Programmer

ANGELA GOUGE (1988)

Database Administrator

LORI HARE (1990)

Webmaster

TOM HOLLAND (1999)

Technician

VIRGINIA KEMP, A.S. (1982)

Telecommunications Specialist

RON MITCHELL (1997)

Network Specialist

MARY REED (1996)

Software Technician

GLENNIS DEBRA, B.A. (1998)

Financial Records Assistant

Alumnae Relations

MARILYN L. JONES, B.S. (1999)

Director of Alumnae Development

CELESTE DEREY BROGDON, A.B. (1995)

Director of Alumnae and Parent Relations

GLENDIA HOFFMAN (1986)

Assistant

BECKY COBLE (1989)

Assistant

Corporate and Major Gifts

EMILY BARBOUR, B.A. (1999)

Director

JULIE BARNETT, B.A. (1998)

Assistant

Grants and Program Development

ANITA GUNN SHIRLEY, B.A. (1997)

Director

JULIE BARNETT, B.A. (1998)

Assistant

Planned Giving

HAROLD L. WEST, JR., B.A. (1991)

Director

JULIE BARNETT, B.A. (1998)

Assistant

Church Relations

T. ROBERT MULLINAX, B.A., M. Div. (1999)

Information

TO BE ANNOUNCED

Switchboard Operator

CamTel/CamCard

LAVITA PICKENS (1999)

—Institutional Advancement**Office of the Vice President for Institutional Advancement**

MURPHY M. OSBORNE, JR., Ed.D. (1988)

Vice President

JOYCE HINSON (1992)

Administrative Assistant

PAT STRICKLAND (2000)

Assistant/Receptionist

CAMPUS DIRECTORY

JOHNSON HALL, NAMED IN MEMORY OF Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. Barefoot, Kilty Barefoot, and their family.

Belk Dining Hall is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in honor of Mrs. Guy T. Carswell.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/the-

ater, a studio theater, and a writing lab. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat **Kresge Auditorium**, student activities offices, the college store, The Bee Hive Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

The **Noel House** is home for the Technology Services staff.

Park Center, completed in 1996, is connected to the Cate Center and houses the Department of Continuing

Education and student development offices. It is named in honor of Roy and Dorothy Park.

Shearon Harris Building, constructed in 1982, houses the Departments of Business and Economics and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography dark-rooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the Departments of Education, Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 153,000 volumes and 775-plus periodical subscriptions. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software. ALIS (Automated Library Information System) provides computerized access to the library's collections.

Mary E. Yarbrough Building for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Carroll Health Center and Residence Hall was named for Elizabeth Delia Dixon Carroll, college physi-

cian for 34 years. The first floor of Carroll houses the Health Center and the Counseling Center. The second floor is a residence hall.

Ellen Brewer House, a residence of the Department of Human Environmental Sciences, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherpsoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located in the parking lot for the chapel and along the front drive and in front of the Park Center.

LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 261,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue,

on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

UNDERGRADUATE CALENDAR, 2000-2001

— Fall Semester 2000

Arrival of new students	Sat., Aug. 19
Registration.....	Mon., Aug. 21
Freshman Register	Tue., Aug. 22
Classes begin	Wed., Aug. 23
Last day to drop a course without paying...Tue., Aug. 29	
Last day to add a course.....	Tue., Aug. 29
Labor Day Holiday—No classes held	Mon., Sep. 04
Last day to make grading changes	Wed., Sep. 20
Mid-Term	Tue., Oct. 10
Progress Reports due at 12:00 noon	Fri., Oct. 13
Autumn recess begins at 5:00 p.m.	Fri., Oct. 13
Classes resume at 8:00 a.m.	Wed., Oct. 18
Last Day to withdraw from a class	Tue., Oct. 31
Thanksgiving recess begins end of class day.....	Tue., Nov. 21
Classes resume at 8:00 a.m.	Mon., Nov. 27
Last day of classes	Wed., Dec. 06
Reading day; music juries.....	Thu., Dec. 07
Final Examinations	Fri., Dec. 08-Sat., Dec. 16
Commencement	Sat., Dec. 16

— Spring Semester 2001

Registration	Tue., Jan. 09
Classes begin	Wed., Jan. 10
Holiday-Martin Luther King Day	Mon., Jan. 15
Last day to drop a course without paying...Wed., Jan. 17	
Last day to add a course.....	Wed., Jan. 17
Last day to make grading changes	Wed., Feb. 07
Founders' Day	Mon., Feb. 19
Mid-Term	Wed., Feb. 28
Progress Reports due at 12:00 noon.....	Mon., Mar. 05
Spring recess begins at 5:00 p.m.	Fri., Mar. 09
Classes resume at 8:00 a.m.....	Mon., Mar. 19
Last day to withdraw from a course.....	Fri., Mar. 23
Easter recess begins at 5:30 p.m.	Thu., Apr. 12
Classes resume at 8:00 a.m.....	Tue., Apr. 17
Last day of classes	Mon., Apr. 30
Reading day; music juries	Tue., May 01
Final Examinations	Wed., May 02 - Fri., May 11
Commencement	Sun., May 13

— Summer Calendar, 2001

First six-week session begins	Mon., May 14
First six-week session ends	Thu., Jun. 21
First three-week session begins	Mon., May 28
First three-week session ends	Fri., Jun. 15
Second three-week session begins.....	Mon., Jun. 18
Second three-week session ends.....	Sat., Jul. 07
Second six-week session begins	Mon., Jun. 25
Second six-week session ends	Thu., Aug. 02
Third three-week session begins	Mon., Jul. 09
Third three-week session ends.....	Fri., Jul. 27
Opening day of class for 2000-2001	
Academic Year:.....	Wed., Aug. 22
Commencement for December 2001	Sat., Dec. 15
Commencement for May 2002	Sun., May 12

CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 760-8600.

The Meredith fax number is (919) 760-2828.

Information on Meredith is now available through the World-Wide Web at:

www.meredith.edu

e-mail:

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Academic Records

Office of the Registrar, 760-8593

Admissions

Office of Admissions, 760-8581 or
1-800-MEREDITH

Adult Student Information

Office of Continuing Education, 760-8353

Alumnae Matters

Office of Alumnae Affairs, 760-8548

Athletics

Department of Health, Physical Education,
and Dance, 760-8546

Catalogue Requests

Office of Admissions, 760-8581

Community Educational Services

Office of Continuing Education, 760-8353

Educational Programs

Vice President for Academic Affairs, 760-8514

Expenses

Vice President for Business and Finance, 760-8516

Financial Assistance

Office of Financial Assistance, 760-8565
or 1-800-MEREDITH

Graduate Employment

Meredith Career Center, 760-8341

Housing Matters

Director of Residence Life and Housing, 760-8633

Institutional Research

Office of Enrollment Planning and Institutional
Research, 760-2364

News Items/Publications

Office of Marketing and Communications, 760-8455

Parents Association

Office of Alumnae Affairs, 760-8548

Student Employment

Office of Financial Assistance, 760-8565
or 1-800-MEREDITH

Student Interests

Office of the Dean of Students, 760-8521

Student Reports

Office of the Registrar, 760-8593

Summer School

Office of the Registrar, 760-8593

Transcripts

Office of the Registrar, 760-8593

Vocational Testing

Meredith Career Center, 760-8341

ENROLLMENT FOR 1999–2000

Total Summer Enrollment, 1999 1,463

Unduplicated Summer Enrollment, 1999 964

Undergraduate Students, Fall 1999

Degree Candidates for Bachelor of Arts, Bachelor of
Science, and Bachelor of Music.....2,166

Non-degree Students291

Teacher Licensure Program.....101

Second Major15

Cooperating Raleigh Colleges125

Other.....50

Total Students in Undergraduate Credit Courses 2,457

Graduate Students, Fall 1999

Degree Candidates for Master of Business Admin-
istration, Master of Education, Master of Health
Administration, and Master of Music136

Non-degree Students50

Dietetic Internship Program Students.....11

Post-Baccalaureate Students.....39

Total Students in Graduate-level Courses186

Total Degree Candidates, Fall 1999.....2,302

Total Non-Degree Students, Fall 1999341

Total Enrollment for Credit, Fall 1999.....2,643

Registrations in Non-Credit Programs,

Fall 1999.....885

Continuing Education

Legal Assistants Program.....57

Enrichment Courses184

Audit Courses68

Children and Teens0

Women's Leadership Certificate Program.....0

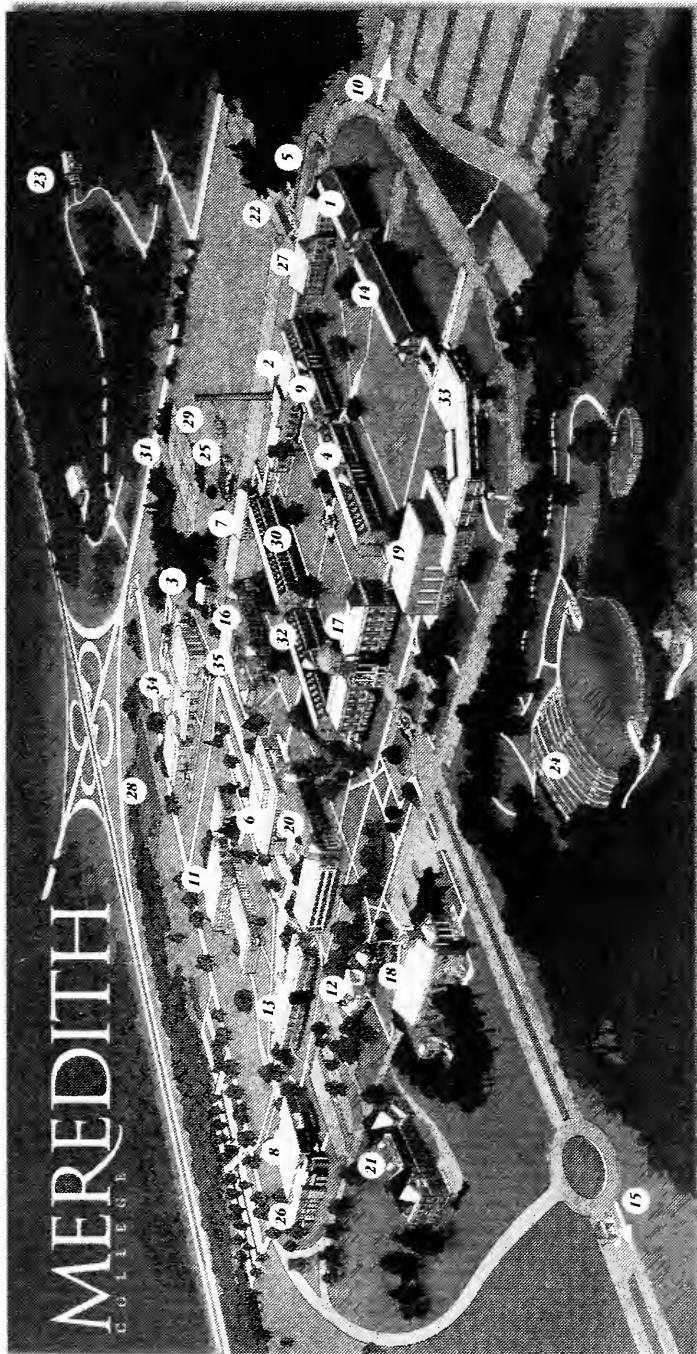
Music

Preparatory498

Chorus/Chorale78

Geographic Distribution of Students in Credit Courses:

Alabama.....	1
Arizona	1
Arkansas	1
California	3
Colorado	2
Connecticut.....	1
Delaware.....	1
Florida	16
Georgia.....	11
Illinois	2
Indiana	2
Kansas	1
Kentucky	3
Maryland.....	11
Massachusetts	4
Michigan	5
Mississippi	1
Missouri	1
Montana.....	1
New Hampshire	3
New Jersey.....	3
New York.....	6
North Carolina	2,359
Ohio	3
Oregon	2
Pennsylvania	2
South Carolina	14
Tennessee	3
Texas	3
Vermont.....	1
Virginia	130
West Virginia	2
Wisconsin.....	3
Foreign Countries (25)	41
TOTAL.....	2,643



Campus Map

- | | | |
|---|---|--|
| 1. Bardant Residence Hall | 14. Bellman Residence Hall | 25. Noel House (Technology Services) |
| 2. Bell Dining Hall (Wainwright Conference Suite) | 15. Hillsborough Street Entrance | 26. Park Center (Continuing Education, The John E. Weyms Graduate School, Student Development Offices) |
| 3. Brewer House (Infant Care Teaching Lab) | 16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences) | 27. Poterat Residence Hall |
| 4. Brewer Residence Hall | 17. Johnson Hall (Administration) | 28. Soccer Field, Driving Range |
| 5. Campus Police | 18. Jones Chapel | 29. Softball Field |
| 6. Carlyle Campbell Library | 19. Jones Hall (Auditorium, Studio Theater, Music, Speech & Theater, Writing Center) | 30. Stringfield Residence Hall |
| 7. Carroll Health Center & Residence Hall | 20. Joyce Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy) | 31. Tennis Courts |
| 8. Gate Student Center (Kearse Auditorium, Student Activities Center) | 21. Leford Hall (Psychology, Education, Sociology & Social Work) | 32. Vann Residence Hall |
| 9. Faircloth Residence Hall | 22. Maintenance Shop | 33. Wainwright Music Building (Carswell Concert Hall) |
| 10. Faircloth Street Entrance | 23. Massie House (President's Residence) | 34. Weatherston Physical Education, Dance Building, Pool |
| 11. Gaddy-Hamrick Art Center (Frankie G. Weyms Art Gallery) | 24. Melver Amphitheater & Meredith Lake | 35. Yarbrough Research Center |
| 12. Ginner Alumni House | | |
| 13. Harris Building (Business, Mathematics, Computer Science) | | |



INDEX

A

Academics, 47-67
 Academic Calendar, 214
 Academic Planning and Advising, 56-57
 Academic Recognition, 64
 Academic Scholarships, 29
 Accounting, Major in, 88
 Accreditation, 9-10
 Achievement in Mathematics Scholarship, 31
 Achievement in Writing Scholarship, 31
 Acteen Studia Scholarships, 32
 Adjunct Faculty, 1999-2000, 198-203
 Administration, Directory of, 205-211
 Admission, 15-23
 Administration, 22
 Condition of, 22
 Early, 17
 Early Decision Plan, 17
 Faculty, 22
 Freshman Traditional, 15-18
 International Students, 20
 Non-Degree, 21
 Part-time, 21
 Post-Baccalaureate, 22
 23+ Program, 19
 Re-admission, 21
 Staff, 22
 Summer Session, 23
 Transfer Traditional, 18-19
 Adult Students, 19
 Advanced Placement, 22, 58-61
 Advisers, Academic, 44, 56
 Alumnae Association Officers, 191
 American Association of Colleges, 10
 American Association of Colleges for Teacher Education, 10
 American Association of University Women, 10
 American Civilization, Major in, 134
 American Dietetic Association, 10
 American University, 11, 55
 Angers, France, Semester in, 55
 Art, Department of, 72-78
 Curriculum, 75-78
 Fees, 25
 Art Education, 74
 Art History, 74
 Art Scholarships, 30
 Art Program in Italy, 54
 Assistance, Financial, 27-37
 Astrotekton Society, 44
 Athletics, Intercollegiate, 42, 132
 Attendance, Class, 57
 Auditing Courses, 62

B

Bachelor of Arts Degree, 47
 Bachelor of Music Degree, 49, 155-157
 Bachelor of Science Degree, 47
 Baptist Female University, 9
 Bible School Transfers, 19, 63
 Biology and Health Sciences, Department of, 78-86
 Curriculum, 83-86
 Board of Associates, 189
 Board of Trustees, 187-188
 Business Administration, Major in, 88-89
 Business and Economics, School of, 87-94
 Curriculum, 90-94
 Business School Transfers, 19, 63

C

Calendar, Academic, 214
 Campus Directory, 212-216
 Campus Employment, 36
 Campus, Location of, 213-214
 Campus Map, 217
 Capstone Studies, 70-71
 Career Center, 44
 Career Direction, 12, 51-52
 Career Studies, 72
 Catalogue, Choice of, 47
 Center for Women in the Arts, 71
 Certificate Programs, 53
 Legal Assistants, 53
 Chemistry and Physical Science, Department of, 94-97
 Curriculum, 95-97
 Child Development, 139
 China, Study in, 55
 Classification, Student, 64
 Class Schedule, Changes in, 57
 Clothing and Fashion Merchandising, 140
 College Directory, 192-211
 Communication, Music, and Theatre, Department of, 154-172
 Communications, Professional, 51, 114
 Community Programs, 52-53
 Commuter Students, 25, 43
 Fees, 25
 Competitive Scholarships, 29-32
 Computer Services, 43
 Condition of Admission, 22
 Continuing Education, 12, 52-53
 Continuing Education Units (CEUs), 53
 Contract Majors, 49
 Contractual Agreement, 27
 Contractual Scholarships, NC, 33
 Convocation, 52
 Cooperative Education, 54, 72
 Cooperating Raleigh Colleges, 54
 Corporation Officers, 187

Correspondence Credit, 55
 Correspondence Directory, 214-215
 Costs
 Commuter Students, 25
 Resident Students, 25
 Council on Social Work Education, 10
 Counseling, 44
 Academic Advising, 44
 Career Planning, 44
 Freshman Seminar, 44
 Personal, 44
 Counseling Center, 44
 Course Load, 56
 Courses of Study, 69-183
 Credit
 Advanced Placement, 22, 58-61
 Cooperative Education, 63
 Correspondence, 55
 Evaluation of, 22
 Extra-Institutional, 23, 63
 Music, 63
 Old, 63
 Physical Education and Dance, 63
 Residence, 62
 Technical, Business, Bible and Nursing Schools, 63
 Transfer, 62
 Visitation, 56
 Credit Regulations, 58-63
 Criminal Justice, 13, 51, 135
 Cultural Activities, 39-40

D

Dance, Health, and Physical Education Curriculum, 127-133
 Dance, Major in, 124
 Licensure, 125
 Dean's List, 64
 Degree Programs, 47-49
 Requirements, 47-49
 Deferred Payment Plan, 26
 Drew University, 11, 55

E

Early Admission, 17
 Early Decision Plan, 17
 Economics, Major in, 89
 Curriculum, 91
 Education, Department of, 98-113
 Programs, 98-111
 Curriculum, 111-113
 Fees, 25
 Licensure and Endorsement, 99
 Elementary Teacher Education Program, 100-111
 Employment, Campus, 36
 Endowed Scholarships and Loans, 33-35
 England, Abroad in, 54
 English, Department of, 114-117
 Curriculum, 114-117
 Enrollment, 1999-2000, 215-216
 Environmental Science, 81
 Expenses, 25-26

F

Faculty
 Degrees of, 11
 Directory of, 192-205
 Adjunct, 198-203
 Emeriti, 203-205
 Full-time, 192-197
 Family and Consumer Sciences, 140
 Fashion Merchandising, Clothing and, 139
 Federal Assistance Programs, 36
 Fees, 25-26
 Payment of, 26
 Special, 26
 Financial Assistance, 27-37
 Application Procedure, 28
 Finances, 25-37
 Awards, 28-29
 Students' Rights and Responsibilities, 29
 Focus on Excellence, 29
 Foods and Nutrition, 140
 Foreign Languages, Department of, 117-122
 Curriculum, 118-122
 Former Students, Re-Admission of, 20
 French, 118
 Freshman Classification, 64
 Freshman Seminar, 44
 Freshman Year, 56

G

General Education Requirements, 48
 General Scholarships, 33
 Geography, 97
 German, 119
 Government, Student Association, 40-41
 Grading System, 63-64
 Graduate Programs, 12
 Graduate Examinations, 57
 Graduate School, The John E. Weems, 12
 Graduation, 56
 With Distinction, 65
 Graphic Design, 74
 Group Study, 65
 Guaranteed Student Loan, See Stafford Loan Program

H

Handbook, Student, 39
 Harris Scholarships, 29
 Health Care, 43
 Health Center, 43
 Health, Physical Education, and Dance, Department of, 123-133
 Curriculum, 127-133
 Health Record, 16
 Health Sciences, 79
 Heritage of Meredith, 9
 History and Politics, Department of, 134-138
 Curriculum, 135-138
 Honorary Societies, 45
 Honors Curriculum, 50-51
 Honors Program, 11, 50-51
 Honors, Student, 40
 Honor System, 40

Housing, 42
 Human Environmental Sciences, Department of, 139-145
 Curriculum, 141-145

I

Incentive Grants, 37
 Individualized Study, 11-12
 Individualized Options, 53-54
 Intercollegiate Athletics, 42
 Interdisciplinary Studies, 65
 Interior Design, 140
 Scholarship, 30
 International Visitors, 21
 International Business, Major in, 85
 International Students, 20
 International Studies, 54-55
 Interview, 17
 Italy, Abroad in, 54
 Art Program in, 54

J

Junior Classification, 64
 Junior Year, 57

K

Kappa Nu Sigma, 40

L

Latin, 120
 Legal Assistants Program, 12, 53, 138
 Learning Center, 56
 Leave of Absence, 27, 66
 Location, Campus, 213-214
 London, Meredith Abroad in, 54

M

Madrid, Spain, Semester in, 55
 Majors, 48-49
 Contract, 49
 List of, 67
 Requirements, 48
 Map, Campus, 217
 Marymount Manhattan College, 11, 55
 Master of Business Administration Degree, 11, 89-90
 Master of Education Degree, 11, 98
 Master of Health Administration, 11
 Master of Music Degree, 11, 154
 Mathematics Achievement Scholarship, 31
 Mathematics and Computer Science, Department of, 146-153
 Curriculum, 148-153
 Meredith Abroad, 11, 54
 Middle Grades Teacher Education, 101-103
 Minors, 49
 Missionary Allowance, 32
 Music, Applied, Fees, 25
 Music Auditions, 30
 Music Credit, 63
 Music Scholarships, 30

Music, Communication, and Theatre, Department of, 154-172
 Curriculum, 159-166, 168-169, 171-172

N

National Association of Schools of Music, 10
 National Collegiate Athletic Association, 10, 42
 Non-Degree Students, 21
 Nondiscriminatory Policy, 10
 NC Association of Colleges for Teacher Education, 10
 NC Contractual Scholarships, 33
 NC Department of Public Instruction, 10
 NC Legislative Tuition Grants, 26, 36-37
 NC Student Incentive Grants, 37
 NC Teaching Fellow Awards, 32
 Nursing School Transfers, 13, 19, 63
 Nursing Transfer Curriculum, 13, 51

O

Occupational Teacher Education, 105-106
 Officers, Alumnae Association, 191
 Officers, Board of Trustees, 187
 Officers, Corporation, 187
 Official Withdrawal, 27, 66
 Organizations, Student, 41
 Orientation, 23, 39
 Out-of-State Programs, 37

P

Part-time Students, 21
 Pass/Fail Policies, 64
 Payments
 Contractual Agreement, 27
 Deferred, 26
 Payment Schedules, 26
 Payment Terms, 26-27
 PELL Grant, 36
 Perkins Loan, 36
 Personal Counseling, 44
 Philaretian Society, 41
 Physical Education and Dance Credit, 63
 Physical Education Fees, 25
 Planning, Academic, 56-57
 Politics and History Curriculum, 135-138
 Pre-Professional Preparation, 51
 Pre-Professional Studies, 12
 Presidents of Meredith, 9
 President's Message, 7
 Probation, Academic, 65-66
 Professional Communications, 51, 114
 Psychology, Department of, 173-175
 Curriculum, 173-175
 Publications, Student, 41
 Public Instruction, Department of, 10
 Purpose and Overview, 9-13

Q

Quality Point Ratio, 64

R

Re-Admission of Former Students, 21
 Recommendations, of Admission, 16
 Recreation, 42
 Records, 65
 Registration, 22, 65
 Regulations, Credit, 61-63
 Regulations, Student, 41
 Religion and Philosophy, Department of, 175-177
 Curriculum, 176-177
 Religious Life, 41
 Repetition of Courses, 57
 Residence Credit Requirements, 62
 Responsibilities, Student, 40
 Retention, 65

S

Schedule, Changes in Class, 57
 Scholarships
 Competitive, 29-33
 Endowed, 33-35
 General, 33
 Scholastic Assessment Test, 16
 School Social Work, 106-107
 Second Baccalaureate Degree, 49
 Secondary Teacher Education, 103-105
 Secondary School Record, 15-16
 Senior Classification, 64
 Senior Scholars Program, 22
 Senior Year, 57
 Silver Shield, 40
 Social Activities, 39-40
 Social Work
 Curriculum, 182-183
 Fees, 26
 Requirements for a major, 179
 Societies, 41
 Sociology and Social Work, Department of, 179-183
 Curriculum, 179-183
 Sophomore Classification, 64
 Sophomore Year, 56
 Southern Association of Colleges and Schools, 9-10
 Spain, Semester in Madrid, 55
 Spanish, 117, 120-122
 Special Fees, 26
 Special Studies, 53, 69
 Special Subject Areas, Teacher Education, 107-111
 Sports, Intercollegiate, 132
 Stafford Loan Program, 36
 Subsidized, 36
 Unsubsidized, 36
 Student Government Association, 40
 Student Handbook, 39
 Student Life, 10, 39-45
 Commuter, 43
 Student Life Committee, 41
 Student Organizations, 41
 Student Publications, 41
 Student Regulations, 41
 Student Responsibilities, 29, 40
 Student Societies, 41

Studies

Abroad, 11, 54-55
 Capstone, 48, 70
 Career, 72
 Individualized, 11, 53-54
 Interdisciplinary, 69
 International, 54-55
 Pre-Professional, 12
 Summer, 54
 Women's, 72

Studio Art, 73

Summer Session, 23
 Summer Study, 56
 Supplemental Educational Opportunity Grants, 36
 Supplemental Loans, 36
 Suspension, 65-66

T

Teacher Education, 12, 52, 98-111
 Committee, 12
 Elementary, 100-101
 Middle Grades, 101-103
 Occupational, 105-106
 Secondary, 103-105
 School Social Worker, 106-107
 Special Subject Areas, 107-108
 Teacher Licensure Renewal, 21
 Teaching Fellows
 NC Awards, 32
 Program, 13, 52
 Technical School Transfers, 19, 63
 Terms of Payment, 26-27
 Theatre, Music, and Communication Curriculum, 159-172
 Transfer Admission, 18-19
 Requirements, 18
 Transfer Credit, 62-63
 Transcripts, 65
 Trustees, 187-188
 Tuition, 25

U

Undergraduate Academic Calendar, 214
 Undergraduate Degree Programs for Women Age 23⁺, 19, 52

V

Veterans' Benefits, 37
 Visitation Credit, 56
 Visiting Students, 21
 Visits to the Campus, 214
 Vocational Rehabilitation, 37

W

Washington Center, the, 55
 Weems, The John E. Graduate School, 12
 Withdrawals, 27, 66
 Women's Studies, 72
 Work-Study Programs, 36
 Worship Services, 41
 Writing Achievement Scholarship, 31

NOTES:

NOTES:

MEREDITH

COLLEGE

OFFICE OF ADMISSIONS

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

(919) 760-8581, or 1-800-MEREDITH

email: admissions@meredith.edu

www.meredith.edu

Non-Profit Org.
U.S. Postage
PAID
Raleigh, NC
Permit No. 369

MEREDITH

COLLEGE

UNDERGRADUATE CATALOGUE / 2001-2002



MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

Volume 25

2001 – 2002

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catalogues should be sent to:

*Office of Admissions
Meredith College*

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

CONTENTS

President's Message.....	7	Student Honors	40
Meredith College: Purpose and Overview.....	9	Student Responsibility	40
Purpose	9	<i>Honor System</i>	40
Statement of Mission	9	Student Government Association	40
Accreditation.....	9	<i>Student Regulations</i>	41
Nondiscriminatory Policy	10	<i>Student Life Committee</i>	41
Student Life	10	Student Organizations.....	41
Faculty	11	<i>Societies</i>	41
Curriculum	11	Religious Life	41
Honors Program	11	Recreation	42
Individualized Study	11	Intercollegiate Athletics	42
Executive and Professional Programs.....	12	Residence	42
Graduate Programs	12	<i>Commuter Student Life</i>	43
Career Direction	12	Health Care	43
<i>Pre-professional Studies</i>	12	Counseling.....	43
<i>Teacher Education</i>	12	<i>Academic Advising</i>	43
<i>Teaching Fellows Program</i>	13	<i>Career Planning</i>	43
<i>Dietetic Internship</i>	13	<i>Counseling Center</i>	44
<i>Professional Communications</i>	13	<i>Freshman Discovery Series, First-Year</i>	
<i>Criminal Justice Studies</i>	13	<i>Experience Class</i>	44
Admission	15	Student Organizations.....	44
Admissions Options	15	Academics: Programs and Regulations.....	47
Freshman Traditional Admission	15	Choice of Catalogue.....	47
Transfer Traditional Admission.....	18	Degree Programs	47
Undergraduate Degree Programs for Women		<i>Requirements for All Degrees</i>	47
Age 23+	19	<i>Requirements for Bachelor of Arts and Bachelor</i>	
International Students.....	20	<i>of Science Degrees</i>	47
Re-Admission of Former Students.....	21	<i>General Education Requirements</i>	48
Part-Time Students	21	<i>Major Requirements</i>	48
Non-Degree Students.....	21	<i>Minors</i>	49
Condition of Admission	22	<i>Requirements for the Bachelor of</i>	
Advanced Standing Credit	22	<i>Music Degree</i>	50
Orientation-Registration	23	<i>Requirements for a Second Degree, Major or</i>	
Summer Session	23	<i>Minor</i>	50
Finances	25	The Honors Program	50
Tuition and Fees	25	<i>The Honors Curriculum</i>	50
<i>Full-Time Students</i>	25	Career Direction	51
<i>Part-Time Students</i>	25	<i>Pre-Professional Preparation</i>	51
<i>Additional Course Fees</i>	25	<i>Dietetic Internship</i>	51
<i>Special Fees</i>	26	<i>Professional Communications</i>	52
Terms of Payment.....	26	<i>Criminal Justice Studies</i>	52
<i>Payment Schedule</i>	26	<i>Teacher Education</i>	52
<i>Deferred Payment Plan</i>	26	<i>School Social Worker</i>	52
<i>N.C. Legislative Tuition Grants</i>	26	<i>Teaching Fellows Program</i>	52
<i>Withdrawals/Leaves of Absence</i>	27	Convocation	52
<i>Contractual Agreement</i>	27	Continuing Education	52
Financial Assistance	27	<i>Undergraduate Degree Program for Women</i>	
<i>Principles and Procedures</i>	27	Age 23+	52
<i>Types of Assistance</i>	29	<i>Community Programs</i>	52
Student Life	39	<i>Certificate Programs</i>	53
Student Orientation	39	Individualized Options.....	54
Cultural and Social Activities	39	<i>Special Studies</i>	54
		<i>Writing Intensive Courses</i>	54
		<i>Cooperative Education</i>	54
		<i>Cooperating Raleigh Colleges</i>	54

CONTENTS

<i>International Studies</i>	54	<i>Licensure</i>	75
<i>Correspondence Credit</i>	56	<i>Requirements for Major and Licensure</i>	
<i>Visitation Credit</i>	56	<i>Programs</i>	75
Academic Support Services	56	<i>Requirements for a Minor</i>	79
<i>Learning Center</i>	56	Business and Economics	79
<i>Carlyle Campbell Library</i>	56	<i>B.S., Major in Accounting</i>	81
<i>Technology Services</i>	56	<i>B.S., Major in Business Administration</i>	81
Summer Study	56	<i>B.S., Major in International Business</i>	81
Academic Planning and Advising	57	<i>B.A., Major in Economics</i>	82
<i>Academic Advisers</i>	57	<i>Master of Business Administration</i>	82
<i>Course Load</i>	57	<i>Licensure</i>	82
<i>The Freshman and Sophomore Years</i>	57	Capstone Program	82
<i>The Junior and Senior Years</i>	57	Career Studies	83
<i>Graduation</i>	57	Chemistry and Physical Science	83
<i>Graduate Examinations</i>	58	<i>Major</i>	84
<i>Changes in Class Schedule</i>	58	Education	84
<i>Repetition of Courses</i>	58	<i>Programs Offered</i>	85
<i>Class Attendance</i>	58	<i>Education Programs</i>	85
Credit Regulations	58	<i>Licenses</i>	86
<i>Advanced Placement Credit</i>	58	<i>Student Teaching Requirements</i>	86
<i>Auditing Courses</i>	64	<i>Recommendations</i>	87
<i>Developmental/Remedial Courses</i>	64	<i>Birth Through Kindergarten (B–K)</i>	
<i>Corequisites</i>	64	<i>Teacher Education Program</i>	87
<i>Residence Credit Requirements</i>	64	Elementary Teacher Education (Grades K-6)	
<i>Transfer Credit</i>	64	<i>Program</i>	88
<i>Credit for Extra-Institutional Instruction</i>	65	<i>Middle Grades Teacher Education</i>	
<i>Old Credit</i>	65	<i>(Grades 6-9) Program</i>	88
<i>Credit in Cooperative Education</i>	65	<i>Secondary Teacher Education (Grades 9-12)</i>	
<i>Credit in Music</i>	65	<i>Programs</i>	90
<i>Credit in Physical Education and Dance</i>	65	<i>Occupational Teacher Education Programs</i>	93
Grading System	65	<i>School Social Worker Programs</i>	94
<i>Standard Grading</i>	65	<i>Special Subject Area Teacher Education</i>	
<i>Quality Point Ratio</i>	66	<i>(Grades K-12) Programs</i>	94
<i>Pass/Fail Policies</i>	66	Title II Federal Report	98
Academic Recognition	66	English	98
<i>Classification</i>	66	<i>Major in English</i>	99
<i>Dean's List</i>	66	<i>Minor in Professional Communications</i>	99
<i>Graduation with Distinction</i>	66	<i>Prerequisites</i>	99
Records	66	Foreign Languages and Literatures	99
<i>Registration</i>	66	<i>Majors in French and Spanish</i>	99
<i>Transcripts</i>	66	<i>Requirements for Minors</i>	100
Satisfactory Progress, Retention, and		<i>Advanced Study</i>	100
<i>Suspension</i>	66	<i>Advanced Placement</i>	100
<i>Leave of Absence</i>	68	Health, Physical Education, and Dance	100
<i>Official Withdrawal</i>	68	<i>Programs</i>	100
List of Academic Programs	69	<i>Major in Dance</i>	102
Academic Programs	71	<i>Teaching Licensure in Dance</i>	102
Cross-Cultural Skills Minor	71	<i>Major in Exercise and Sports Science</i>	103
Center for Women in the Arts	71	<i>Teaching Licensure in Physical Education</i>	104
Women's Studies	71	<i>Requirements for Minors</i>	105
Art	71	History and Politics	105
<i>Studio Art</i>	73	<i>Special Career Directions</i>	106
<i>Graphic Design</i>	73	<i>Internships</i>	106
<i>Art History</i>	73	<i>Advanced Placement</i>	106
<i>Art Education</i>	73	<i>Major in History</i>	106
<i>Pre-Art Therapy</i>	74	<i>Major in Public History</i>	106
Biology and Health Sciences	74	<i>Major in American Civilization</i>	106
<i>Credit Testing and Advance Placement</i>	74	<i>Major in International Studies</i>	106
		<i>Minor in History</i>	106
		<i>Minor in Criminal Justice Studies</i>	106

<i>Politics Courses:</i>		
Major in Political Studies	107	
Minor in Political Studies	107	
Human Environmental Sciences	107	
Major in Child Development	108	
Major in Clothing and Fashion Merchandising	108	
Major in Family and Consumer Sciences	109	
Requirements for a Master of Science		
in Nutrition	109	
Major in Foods and Nutrition	110	
Major in Interior Design	110	
Interdisciplinary Studies	111	
Mathematics and Computer Science	111	
B.A. in Mathematics	112	
B.S. in Mathematics	112	
B.S. in Computer Information Systems	113	
B.S. in Computer Science	113	
Licensure Requirements	114	
Credit Testing in Mathematics	114	
Computer Information Systems	114	
Music, Communication and Theatre	115	
Mission	115	
Areas of Concentration	115	
Music	116	
Audition and Interview	116	
Bachelor of Arts	116	
Bachelor of Music	116	
Certificate in Church Music	118	
Requirements for a Minor in Music	118	
Master of Music	119	
Communication	121	
Major in Communication	122	
Theatre	122	
Major in Theatre	122	
Major in Musical Theatre	123	
Psychology	124	
Major in Psychology	124	
Major in Pre-Art Therapy	124	
Minor in Psychology	125	
Religion and Philosophy	125	
General Education Requirements	125	
Major in Religion	125	
Minor in Religion	125	
Minor in Philosophy	126	
Sociology and Social Work	126	
Prerequisites	127	
Major in Sociology	127	
Major in Social Work	127	
Minor in Criminal Justice Studies	127	
Minor in Women's Studies	127	
Courses of Study	129	
Special Studies	129	
Accounting	130	
Art	131	
Biology	136	
Birth Through Kindergarten	140	
Business	140	
Capstone	143	
Child Development	144	
Clothing and Fashion Merchandising	146	
Chemistry	147	
Computer Information Systems	149	
Cooperative Education	150	
Communication	151	
Career Planning	153	
Computer Science	153	
Dance	155	
Economics	158	
Education	159	
English	161	
Exercise and Sports Science	165	
Family and Consumer Science	167	
Foreign Language	167	
Foods and Nutrition	168	
French	169	
Geography	170	
German	171	
Health	172	
History	172	
Interior Design	175	
Interdisciplinary Studies	176	
Italian	177	
Latin	177	
Legal Studies	177	
Mathematics	178	
Applied Music	181	
Music Ensembles	185	
Music	186	
Physical Education	190	
Philosophy	194	
Physics	195	
Political Studies	195	
Psychology	197	
Religion	200	
Science	202	
Sociology	202	
Spanish	205	
Social Work	207	
Theatre	209	
Meredith College, A Profile, 2000–2001	215	
College Directory	217	
The Corporation	217	
Board of Trustees	217	
Board of Associates	218	
Alumnae Association	221	
Faculty	222	
Adjunct Faculty	229	
Faculty Emeriti	234	
Administration	236	
Campus Directory	244	
Location	246	
Academic Calendar for 2001–2002	246	
Correspondence and Visits	246	
Enrollment for 1999–2000	247	
Campus Map	249	
Index	251	





PRESIDENT'S MESSAGE

Maureen Hartford, Ed.D.

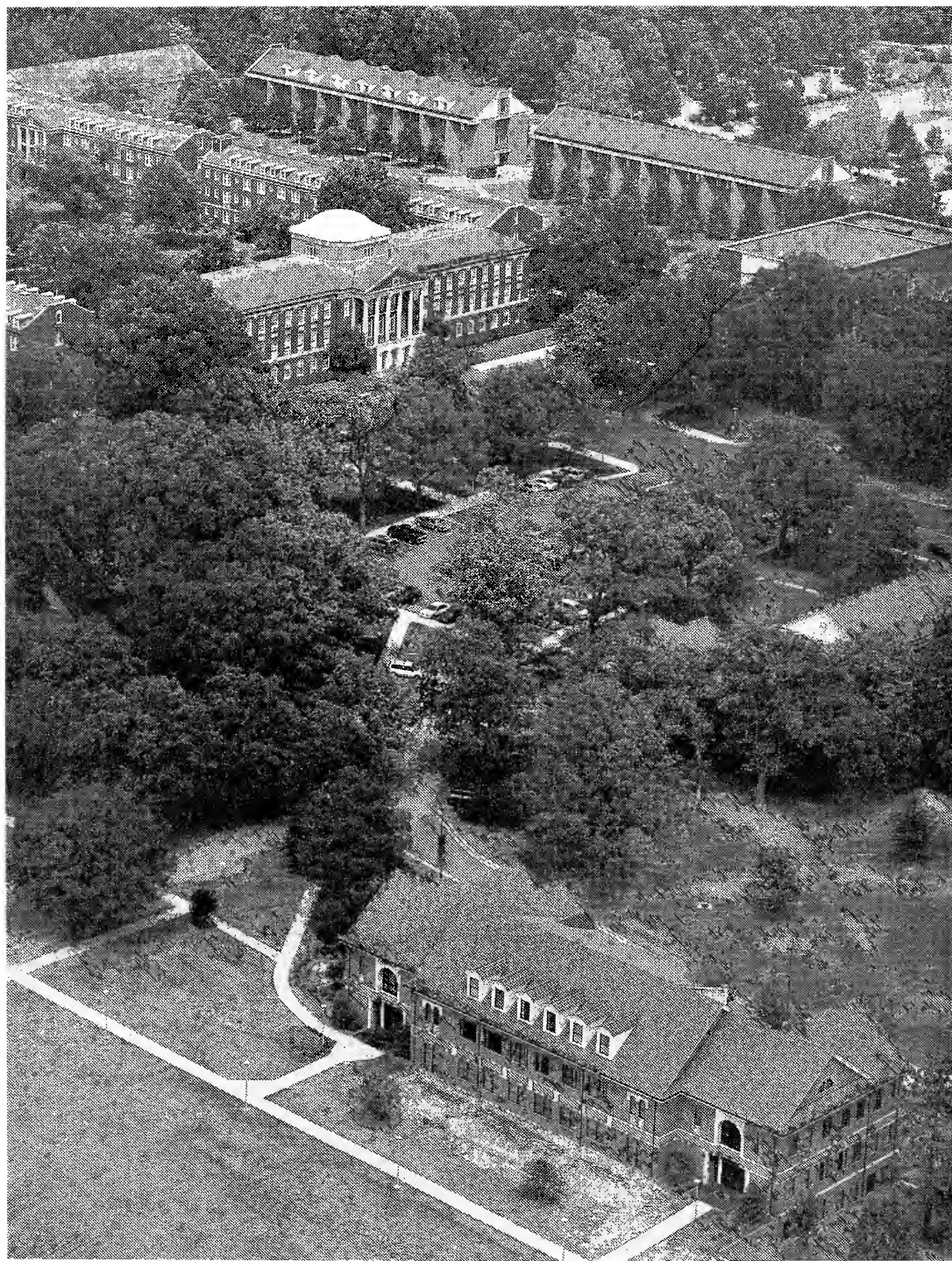
EDUCATING WOMEN TO EXCEL — that's Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you will value as a Meredith student and value even more as a Meredith alumna.

Nestled in the heart of North Carolina's research triangle, Meredith's location is ideal for attracting superb faculty and providing internship and co-op opportunities. Raleigh is North Carolina's center for government, culture, business and entertainment. Although it is an exceptional environment for learning and gaining experience, all of that is geography. The real life of Meredith College is found on its beautiful 225-acre campus — a place where a diverse group of women unites as Meredith's student body in a lofty quest to learn, to prepare for their futures, to excel. And excel they

do, Meredith graduates are testimony to that. They attribute their success to the high quality education they received. Here, you are assured that the academic program you select has been designed to give you the best and most current training in that field.

At Meredith, you will get to know your faculty. You will respect them for their knowledge, background, and expertise. They will know your name and your goals, and they will challenge you. Long after the ink has dried on your diploma, you will remember their names and be thankful that they did challenge you.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. If you are interested in a serious education that encourages you to excel, Meredith is the place for you.



MEREDITH COLLEGE:

PURPOSE AND OVERVIEW

THE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a “school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences.” Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders’ ideas.

Meredith’s seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; John Edgar Weems, January 1972-1999; and Maureen Hartford, 1999-present.

HISTORIC STATEMENT OF PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and

within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

This historic statement of purpose is expressed in the following contemporary statement of mission.

STATEMENT OF MISSION

IN EDUCATING WOMEN TO EXCEL, MEREDITH College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Commission on Colleges of the Southern Association of

Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097 Telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration, Master of Music, and Master of Science in Nutrition. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. The Didactic Program in Dietetics and the Dietetic Internship Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL, 60606-6995, telephone 312-899-4876). The Paralegal Program is approved by the American Bar Association.

Graduates of Meredith are eligible for membership in the American Association of University Women.

NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the Vice President for business and finance at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special

needs. The vice president for academic affairs coordinates policy with regards to learning disability.

STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,600 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. Students enrolled in the 23⁺ Program who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication among students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs. Security services at Meredith College are provided 24-hours-a-day by sworn police officers, and access to the campus is controlled at night. Information about occurrences of criminal incidents on the Meredith campus is available through the Office of Admissions and the Chief of Campus Police.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 281,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships with businesses and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in

the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to approximately 90,000 college students.

FACULTY

THE FACULTY AT MEREDITH ARE CENTRAL TO THE College's function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 76 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 45 majors. Elective courses may provide for minors or further concentration in a discipline, broader

exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers eight degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration, Master of Music and Master of Science in Nutrition.

HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DESIGNED to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. (Details on are pages 50-51.)

INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may complement her classroom study with full-time or part-time employment. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington or New York.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides

for summer study in Britain, Switzerland, and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China and Japan. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see pages 54-55).

DIVISION OF EXECUTIVE AND PROFESSIONAL PROGRAMS

THE PURPOSE OF THE DIVISION OF EXECUTIVE and Professional Programs is to take a leadership role in enhancing the mission of the College through the creation, development and evaluation of continuing education programs (business, professional, other) for the Triangle area. These programs encourage lifelong learning for personal, community and career advancement and include, but are not limited to, certificate programs, executive seminars, conferences, institutes, and programs for children and youth.

GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers five master's degree programs: Master of Business Administration (MBA); Master of Education with licensure in elementary education, English as a Second Language (ESL), and reading; Master of Health Administration (MHA); Master of Music (M.M.) in performance and pedagogy; Master of Science in Nutrition; and a dietetic internship. Full information is contained in a separate catalogue, available in the graduate school office. The College also offers a post-baccalaureate Paralegal Program.

CAREER DIRECTION

MEREDITH COLLEGE, WITH ITS LIBERAL EDUCATION foundation and commitment to career and personal development, offers students the key to full participation in the current and future workplace. At Meredith, traditional skills in analytic thinking, communication, human relations, and learning-to-learn are enhanced through technological knowledge and applied through experiential learning. This merger of the time-honored liberal arts perspective and contemporary workplace competencies prepares Meredith graduates with the tools for satisfying and successful career development.

For many of Meredith College's more than 45 majors, specific career preparation is an integral part of the curriculum. Students are also assisted in career direction through the use of self-designed majors, minors, concentrations, and other means of customizing their coursework. Whether students plan employment or continued academic study following graduation, they can establish and pursue career goals in all departments.

— *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

— *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop effective teachers whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of a teacher, a major field of study

apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

— *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan/Awards will receive \$6,500 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to match the \$6,500 provided by the state. Additional information on the Teaching Fellows Program can be found on pages 32 and 52.

— *Dietetic Internship*

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

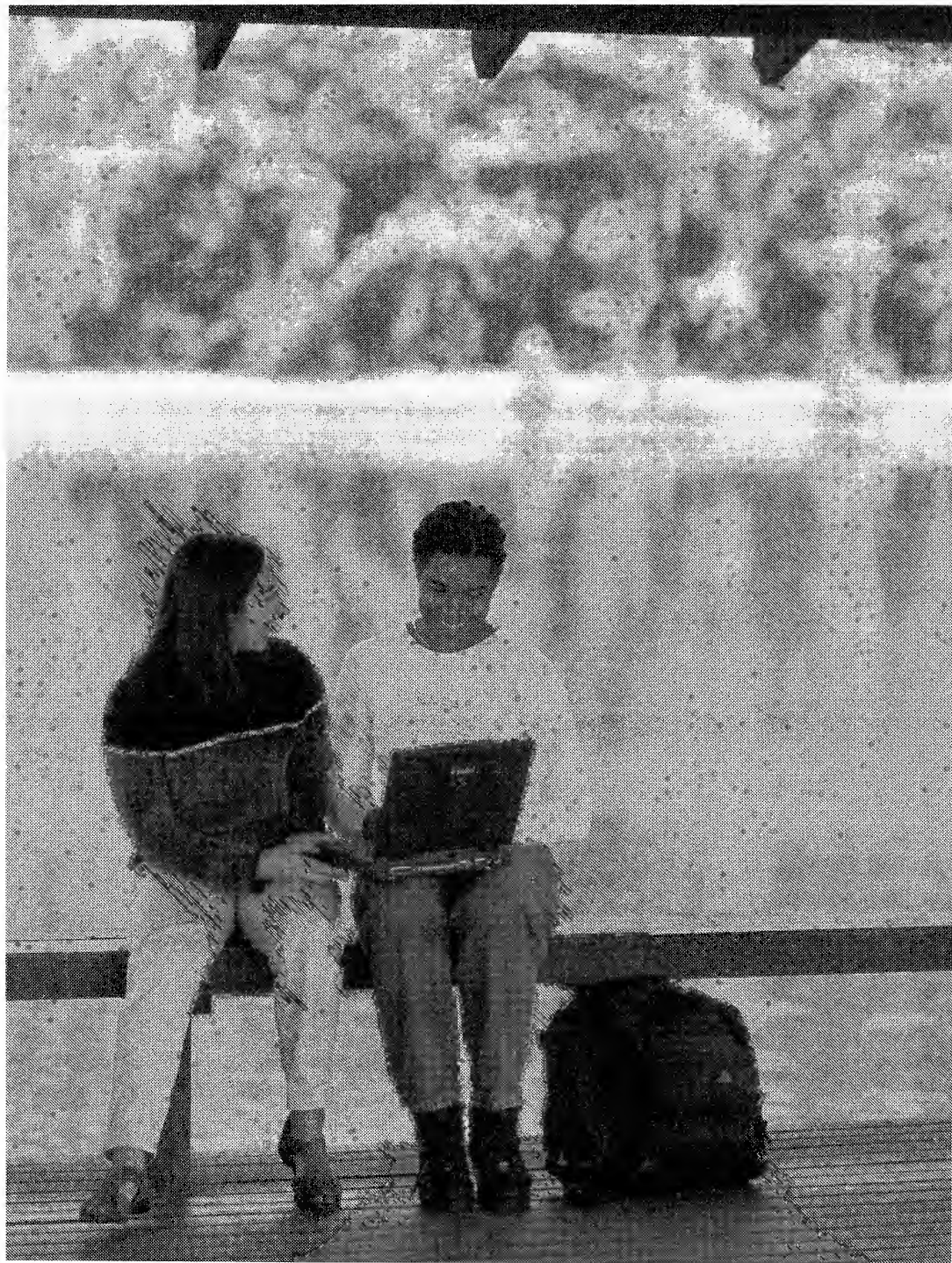
— *Professional Communications*

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science.

Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 99.*)

— *Criminal Justice Studies*

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 106 or 127.



ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status (*See pages 42 - 43*). The College also enrolls as commuting students adult women who enter through the 23+ Program admission option.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Admission decisions are made without regard to financial need factors. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 27-37.

ADMISSIONS OPTIONS

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a

freshman, transfer or re-admission candidate. (*See page 20*). All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, is advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23+ Program Admission (*see pages 19-20*) or through the Traditional Admissions route. Any woman who has been out of college for some time, or one who would be a first-time college student, would be advised to apply for 23+ Program Admission.

FRESHMAN TRADITIONAL ADMISSION

— Requirements

To be considered for admission, a student under 23 years old or an international student requiring a student visa must file an application, obtainable from the Office of Admissions or the Meredith web site, and the \$35 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$35 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

A student who is 23 or older and who is applying as a first-time freshman should apply for 23+ Program Admission (*see pages 19-20*).

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades 9

through 12, with at least 15 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English	4	
Foreign Language	2	
Mathematics.....	3	(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)
Science	3	
History/Social Studies	3	
Electives	1	(preferably chosen from academic subjects listed above)

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in at least the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 970 and 1150 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the

SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. *(Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)*

For having official SAT-I or TOEFL scores reported, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in an academic subject in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereto.) After the offer of acceptance, any applicant needing special accommodations is

encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students needing special accommodations by the College will be required to submit appropriate documentation of the disability.

Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (See page 246.)

In some cases, the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 30.)

— Early Admission

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

— Early Decision Plan

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1 and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. (See page 28 for information about application procedures.) Students accepted under the Early Decision Plan are required to make a \$100 advance deposit by December 1. This non-refundable payment applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is based on clearly meeting admissions criteria. If additional information such as first-term grades or senior-year SAT-I or ACT scores is needed to make a decision, a student may be notified that action on her application has been deferred. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

— Rolling Admission Plan

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in late November, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. A student accepted under the rolling decision

plan is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

— *Credentials for Home-Schooled Students*

Because the academic experiences of home-schooled students are so varied, the credentials used in the evaluation of an application are established on an individual basis. The student is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate will be required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

TRANSFER TRADITIONAL ADMISSION

Each year Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted who are under the age of 23 or who are international students of any age that will need a student visa must apply through the Traditional Admissions program. Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 19.) Students are admitted at all class

levels, but at least 31 semester hours must be completed at Meredith College as a requirement for graduation. (See page 63, *Residence Credit Requirements*.)

A woman who is 23 or older who has previously earned college credit may apply through 23+ Program Admission (see pages 19–20). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and are advised to apply through the Traditional Admission program. (See page 22 for information regarding credit requirements for a second degree program.)

— *Requirements*

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to have at least an overall C average on all courses attempted at post secondary institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. (See page 22 for information about transfer credit evaluation and the calculation of the transfer grade point average.)

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith. (See page 48)

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (*Information about the health record is found on page 16.*)

— Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission or the Meredith web site, and the non-refundable \$35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

— Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described below. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any stan-

dardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted. (*See page 63 for a description of the evaluation of Transfer credits.*) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having fewer than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

23+ PROGRAM ADMISSION

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a degree candidate without fulfilling regular Meredith admission requirements. A student must be 23 years of age as of the first class day of the term she wishes to enroll in order to apply through the 23+ Program.

A student may apply to the 23+ Program as a first-time college student, a transfer student continuing or resuming her education, or a student seeking re-admission to Meredith. A student files her application to the 23+ Program in the Office of Admissions, is accepted to complete a pre-arranged program of 3 to 15 semester hours, depending upon her credit evaluation, and to complete math readiness courses if necessary. She then has her admission to the College confirmed based on satisfactory performance in the pre-arranged program and in the math readiness program if required. Satisfactory performance is defined as having an overall 2.000 quality point ratio on courses attempted at Meredith while in 23+ Program status. If a student is unsuccessful in the pre-arranged program and/or math readiness courses, her admission will not be confirmed and she will be required to terminate her enrollment. After an absence of one semester, she may return under the conditions listed on page 22.

To apply for admission, the student files a 23+ Program application and the \$35 application fee in the Office of Admissions and has all official transcripts, including high school and/or GED and all post-secondary transcripts, sent to that office. A student must have an official transcript sent from every post-secondary institution attended, including summer sessions. She must also provide a recommendation from a current or former employer, teacher or minister. A student whose primary language

of instruction has not been English may be required to submit scores on the Test of English as a Foreign Language (TOEFL) for advisory purposes.

An evaluation of all academic records is prepared that will include a preliminary credit statement which reflects any hours transferable from other post-secondary institutions, general education requirements met, and the transfer grade point average. The student then meets with an adviser in the Undergraduate Degree Program for Women Age 23+, who will inform her of the requirements she must complete as a 23+ Program student.

Every applicant accepted through the 23+ Program will complete at least one semester in 23+ Program status, and a course program of as many as 15 specified semester hours credit may be planned for her. Prior to confirmation of admission, each student must have satisfied the general education requirement in English Composition (either by transfer of credit or by taking English 111 and/or 112). A candidate who does not present an adequate background in mathematics will also be required, as part of her provisional program, to take non-credit courses in high school algebra through the intermediate (Algebra II) level. Prior to registration a student accepted into the 23+ Program must file the required health information.

The student's performance on the pre-arranged program, which is a maximum of 15 semester hours, becomes the primary criterion for subsequent confirmation of her admission as a degree candidate. To complete the admission process, a 23+ Program student must attain at least a 2.0 average in the courses attempted at Meredith and be successful in the math readiness courses, if required as part of her program. When the pre-arranged program is satisfactorily completed, the student is notified that her admission has been confirmed and her records are changed to reflect her status. Once the student is confirmed as a degree candidate, she is assigned to an academic adviser in the department associated with her area of interest.

All credits earned as a 23+ Program student are applicable to the degree requirements at Meredith. Also, the student will receive credits for any work that is transferable from other post-secondary institutions and credits for any acceptable advanced placement testing or extra-institutional instruction. (*See page 22 for transcript evaluation procedures and other advanced standing policies.*)

INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply

through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23+ Program Admission. (*See page 19.*)

In filing an application for either Traditional Admission or 23+ Program Admission, an international student must submit an official transcript, marksheet, or academic record from each secondary school, college, or university attended; an official copy of each diploma, degree, or educational certificate received; and an official score report of any national examination. If the original transcripts are not provided in English, an official translation into English will be required. In addition, an international student is normally expected to present a course-by-course evaluation of her academic documents compiled by an independent academic credential evaluation provider. Meredith recommends World Education Services, Inc., (WES) for this service. Contact the Office of Admissions for approval if you would like for us to consider evaluations from other credential evaluation companies. Upon receipt of a student's official educational credentials, a Meredith admissions officer will contact the applicant to let her know whether it will be necessary for her to submit an evaluation from WES. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (www.wes.org). WES requires a fee for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker and one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-I) or American College Test (ACT) for the TOEFL. The tests (TOEFL, SAT-1, and/or ACT) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23+ Program Admission route, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL for advisory purposes. A 23+ Program applicant whose native language is English will not be required to submit TOEFL, SAT-I or ACT scores.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before

her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. The exceptions are a student who is on a valid leave of absence or one who is visiting another institution with the approval of Meredith College. Any student whose admission to the College had previously been confirmed would apply for re-admission through the Traditional Admission route. A student who was initially accepted for 23+ Program Admission and who was still in 23+ Program status when she withdrew from the College (i.e., her admission had not been confirmed) would apply for re-admission through the 23+ Program Admission route.

A student who has been previously enrolled would file an application for re-admission and a \$25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she should request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the appropriate admissions office and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the College will have her application considered by the Board of Review. Along with the above

application information she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended and any other information demonstrating that she should be readmitted. The Board of Review will base its decision on these materials. Application must be made at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is readmitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student on double probation normally will not be readmitted to the College a second time after withdrawal or suspension.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

NON-DEGREE STUDENTS

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

— Visiting Students

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

— International Visitors

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for

exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

— *Teacher Licensure Renewal Students*

A certified public school teacher who enters for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

— *Teacher Licensure Program Candidates*

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. (*See pages 84–98 for admission requirements and procedures and other program information.*)

— *Senior Scholars Program*

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

— *Meredith Faculty, Staff, and Administration*

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

— *Post-Baccalaureate Students*

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop/add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes.

A student who wishes to complete a second baccalaureate degree should *see page 18* for information about applying for admission and *see page 50* about academic requirements that must be fulfilled at Meredith College.

— *Other Non-Degree Students*

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith College.

A former 23+ student who has not been enrolled for at least one semester and who was not admitted to the degree program during her first fifteen hours at Meredith may also register as an other non-degree student and take a maximum of 15 additional semester hours of restricted credit.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Vice President for Academic Affairs.

Such students register in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she might eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ADVANCED STANDING CREDIT

— *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation reflecting hours transferred, general education requirements met, and transfer grade point average. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

See pages 58 for information about credit regulations. Attention is called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

— *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Credits awarded for advanced placement credit is shown on pages 58-61.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (*See page 39 for a description of the program and page 246 for the date new students are expected to arrive.*) All freshmen and transfer students are expected to take part in the orientation program. The Office of the Dean of Students sends information about this program and the opening of residence halls to all new students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

The 23+ Office also sponsors a special orientation each semester for students entering through the 23+ Program.

SUMMER SESSION

During the summer, the College operates the Meredith Summer School. Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Women from other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



FINANCES

Meredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS, regardless of the number of credit hours carried, and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

—Full-Time Students (12-18 credit hours and all resident students)

	<i>Semester</i>	<i>Year</i>
Resident students tuition	\$6,150	\$12,300
Room, board,	\$2,200	\$4,400
TOTAL	\$8,350	\$16,700

	<i>Semester</i>	<i>Year</i>
Commuting students tuition.....	\$6,150	\$12,300

—Part-Time Students (1-11 credit hours)

Tuition (for credit or audit).....\$385 per credit hour

—Technology Fee

All students

Full-time\$800 per year

Part-time\$40 per credit hour

Laptop project participants

In addition to the basic technology fee charged to all students, participants in the laptop program will be charged\$1,365 per year.

—Additional Course Fees

Credit in excess of 18 hours.....\$385 per credit hour

Applied Music - Per semester

Full-time students

1 half-hour lesson weekly\$130

2 half-hour lessons weekly\$260

Class lessons in piano, voice, or guitar\$110

Recital fee\$130

Accompanist fee\$330

Part-time students (for credit)

Tuition of \$385 per credit hour plus the following fees:

1 half-hour lesson weekly\$130

2 half-hour lessons weekly\$260

Class lessons in piano, voice, or guitar\$110

Recital fee\$130

Accompanist fee\$330

Art

Studio fees vary up to \$225 per course to cover expendable materials.

Birth through Kindergarten

BK 460\$100

Child Development

CD 336\$55

CD 434\$55

CD 450\$75

Education

EDU 439, Student Teaching\$300

Health and Physical Education

Golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-A, Field Experience\$300

SWK 402-B, Field Experience\$300

Auditing Courses

Full-time studentsno charge

Part-time students.....\$385 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges.

—Special Fees

Application fee for new students\$35

Application fee for students seeking re-admission.....\$25

Graduation and lifetime transcript fee*\$75

Breakage fee — Students will be billed for unjustifiable damage to college property.

Health services — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for \$100.00 per semester.

*Maximum 10 transcripts per order, \$5.00 charge per transcript over 10.

TERMS OF PAYMENT**—Payment Schedule**

Advance payment for all entering students\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$35 fee which must

accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students....\$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

—Deferred Payment Plans

Meredith offers two alternate payment plans:

OPTION 1: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 2: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$50 annual fee for this service which is administered by Academic Management Services, P.O. Box 100, Swansea, Massachusetts 02777 (1-800-635-0120).

—North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time

students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2000-2001 was \$1,800.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be certified by the college as an eligible recipient according to the state guidelines.

—*Withdrawals/Leaves of Absence*

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester.....	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 67 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal

Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

—*Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. A foreign applicant should consult page 20 for assistance available to students from other countries.

—*Principles and Procedures*

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between

what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 2001-2002 is \$19,900. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$6,000 for food and miscellaneous personal expenses including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 2001-2002 is \$19,100. The average expenditure for books is calculated at approximately \$750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

Complete and mail the Free Application for Federal Student Aid (FAFSA) - an envelope is provided for you in the FAFSA booklet. Indicate Meredith College as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from any high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will need to file a CSS PROFILE form, which may be obtained from the Meredith Admissions Office. If this form is received on time, she will be informed about her assistance by

November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by *February 15*.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

The FAFSA must be filed each year the student wishes to receive financial assistance; the form should be completed and mailed between January 1 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of *tentative* assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a *Federal Stafford Loan*, and/or a parent chooses to apply for a *Federal PLUS Loan*, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring.

These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a *Federal Work Study* job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA is completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

—Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in *Focus on Excellence*. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Meredith College Presidential Scholarships

Beginning in 2001-02, at least two Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is valued at \$10,000 per year and is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend, up to a maximum of \$5,000, to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Meredith College Academic Scholarships

These awards recognize students having superior academic ability, achievement, and promise. At least eight scholarship awards are available each year for entering freshmen having superior credentials. For 2001-2002, four Academic Scholarships are valued in the amount of \$7,500 annually and nine are set at \$4,000 per year. The scholarships are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-

time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The Meredith College Academic Scholarships are made possible through the following endowment funds:

Craig-Davis Honors Scholarship

Hesta Kitchin Crawford Honors Scholarship

Jessie Ball Dupont Scholarship

Durham Corporation Education Endowment Fund

General Hugh B. Hester Honors Scholarship

Paula Green Hester Honors Scholarship

Cleo and Elwood Perry Honors Scholarship

Vida Thompson Williams Scholarship

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year at least 15 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$2,000 to \$3,000 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a FAFSA to the Office of Financial Assistance.

Finalists in this competition may be required to interview with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file a FAFSA in the financial assistance office.

Art Scholarships

Eleanor Layfield Davis Scholarship

Ruby C. and Ernest P. McSwain Scholarship

Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholar-

ships vary from \$300 to \$2,000 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

A.J. Fletcher Scholarship

Robert H. Lewis Scholarship

Music Talent Scholarships

Mary Perry Beddingfield Scholarship

Each year one A.J. Fletcher Scholarship, at least one Robert H. Lewis Scholarship, three Music Talent Scholarships, and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarship is for \$7,500 per year. The Robert H. Lewis Scholarship is for \$3,000 per year. The Mary Perry Beddingfield Scholarship is for \$600 per year. A Music Talent Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a FAFSA to the Office of Financial Assistance.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Communication, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file a FAFSA in the financial assistance office.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College awards each year to entering freshmen two Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is \$1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1838 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remain-

ing in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Meredith College Scholarship for Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 Q.P.R.) on work attempted in a full-time program of study.

Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 Q.P.R.) on work attempted at Meredith in

a full-time program of study.

Meredith College Outstanding Scholar Awards

In recognition of superior academic abilities and intellectual promise, Meredith College has established the Outstanding Scholar Awards. The scholarship is valued at \$1,500 per year without regard to financial need. It is renewable provided the recipient remains in good standing, is a full-time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Outstanding Scholar Awards are for freshmen and first-year transfer candidates whose academic credentials merit an invitation into the Honors Program of the College. For a freshman recipient, the award is renewable for a total of four years. For a transfer student, the renewability will be for a total of two or three years, depending upon the student's classification at the time of entry.

Recipients of an Outstanding Scholar Award who have been invited into the Honors Program are strongly encouraged to participate in this stimulating academic opportunity.

Emerging Leaders Scholarships

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. Entering freshmen are initially selected for a one-year award of \$1,500, which is applied to their tuition payments. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith College.

A student who wins an Emerging Leaders Scholarships may apply to have her award renewed. Renewal is not automatic and only a select number of awards will be extended. Details of this competitive renewal process are provided to freshman recipients early in the fall term. Renewal is based on academic performance and on the level of participation and leadership activity during the freshman year. A student must be in good standing, be a full-time student, and have a minimum quality point ratio of 2.5 on courses taken at Meredith. Once renewed, an Emerging Leaders Scholarship will be provided each year (up to a total of four years) as long as the student maintains these minimum requirements.

Meredith College Transfer Honor Scholarships

Each year five Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is \$1,500 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG, to match the stipend of \$6500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and

co-curricular activities, and completing a minimum of 15 semester hours of honors work.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$450 per year, depending upon the Acteens achievement level the student has obtained.

<i>Studiact Level of Achievement</i>	<i>Per Year Value</i>	<i>Four-Year Total Value</i>
Queen or Service Aide	\$200	\$800
Queen with a Scepter	\$250	\$1,000
Queen Regent	\$300	\$1,200
Queen Regent in Service	\$350	\$1,400
Service Aide.....	\$400	\$1,600
State Acteen Citation.....	\$450	\$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 1107, Cary, NC 27612-1107.

General Scholarships

Meredith College Scholarships

Meredith provides scholarships for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the scholarship is determined by the level of financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Endowed Scholarships

Friends of Meredith have provided funds to establish a number of endowed scholarships. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. Scholarships are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship.

The following scholarships are available:

George I. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Shugard Ballou Trust Baptist Women Scholarship
J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. & Irene Rumer Bonhardt Scholarship
Annie & John Bostic Scholarship
Branch Banking & Trust Teaching Scholarship
Dorothy Ray Branham Scholarship
Charles E. Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
The Bryan Foundation Scholarship
The Bryan Scholarship Trust
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Craven Allen & Jane Russell Burris Scholarship
Ernest F. Canaday Mathematics Scholarship
Carolina Power and Light Company Scholarship
Mrs. Earl N. Carr Scholarship
Charlotte Wester Cate Scholarship
Centura Banks Teaching Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancy Memorial Scholarship
Sala M. Clark Scholarship
Class of 1910/Z.M. Caveness Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1936/Fisk-Rose Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship
Class of 1952 Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1968/Phyllis Edwards Scholarship
Class of 1972 Scholarship
Class of 1990 Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship

James L. "Hap" Collier Scholarship
 Anne Reece Collins Scholarship
 Mary Reid Bryan Cone Scholarship
 Norma Baker Cook Art Scholarship
 Frances Tatum & C. R. Council Scholarship
 Beulah Rimmer Craig Scholarship
 Craig-Davis Honors Scholarship
 Hesta Kitchen Crawford Honors Scholarship
 Barham & Bertha Langdon Creech Scholarship
 Iris Culler Creech Scholarship
 Nell Baker Creech & Hallie W. Baker Scholarship
 Roger H. Crook Scholarship
 Anne C. Dahle Scholarship
 Katherine Gene Davenport Dapore Scholarship
 Eleanor Layfield Davis Art Scholarship
 Essie Dale Hunter Dickson Scholarship
 Beatrice E. Donley Scholarship
 Melody Jane Frazier Doster Scholarship
 Dr. Elizabeth James Dotterer First Family Scholarship
 Jesse Ball duPont Endowment Fund
 Durham Corporation Education Endowment Fund
 Lucille Lawrence Ellis Scholarship
 Myrtle Hart Farmer Scholarship
 Farrior Sisters Scholarship
 Elizabeth Kendrick Faucette Scholarship
 Dr. James Grady Faulk First Family Scholarship
 First Citizens Bank Scholarship
 First Title Insurance Company Scholarship
 First Union Teaching Fellow Scholarship
 A. J. Fletcher Music Scholarships
 Nancy C. Forbes Scholarship
 Foreign Language Scholarship
 Forsyth County Scholarship
 Jane Renn Frazier Scholarship
 Claude F. Gaddy Scholarship
 Nannie S. Gaddy Scholarship
 Patricia Howard Gay Scholarship for Chemistry
 Katherine Papadakis Georgallis Memorial Scholarship
 Glaxo Wellcome Women in Science Scholarship
 Barbara Lyons Goodmon Scholarship
 Goodwin Girls First Family Scholarship
 Goodwin-Loftin First Family Scholarship
 Wense & Marion Morris Grabarek Scholarship
 Lillie Grandy Scholarships
 Mae Grimmer Scholarship
 Drs. Carolyn and Frank Grubbs Scholarship
 Jean Hallman Guion Scholarship

Addie Jones Hall Scholarship
 The Reverend Romulus Ferdinand and Bessie Stanton
 Hall Memorial Scholarship
 Fuller B. Hamrick Scholarship
 Pauline Olive Hamrick Scholarship
 Laura Weatherspoon Harrill Scholarship
 Ella Perry Harris Scholarship
 Julia Hamlet Harris Scholarship
 M. Elizabeth Harris Scholarship
 Shearon Harris Scholarship
 William Randolph Hearst Endowed Scholarship for
 Minority Scholars
 E. Bruce Heilman Scholarship
 Mattie Jenkins Henderson Scholarship
 John T. and Rebecca H. Henley Scholarship
 Ruth Hilliard Hensley Music Scholarship
 General Hugh B. Hester Honors Scholarship
 Paula Greene Hester Scholarship
 History and Politics Scholarship
 Ella Greenwood Holcomb Scholarship
 Ruth Tucker Holleman Scholarship
 M. A. Horner Scholarship
 Mabel Andrews House Scholarship
 Nannie Willis Hunter Scholarship
 Catharine Watkins Isaacs Memorial Scholarship
 Catharine Margaret Inez Watkins Isaacs First Family
 Scholarship
 Elbert C. and Gladys P. Jackson Family Scholarship
 Catherine McCracken and J. Hayden James III
 Scholarship
 The James Scholarship
 Frances P. Jennings Scholarship
 Guion Johnson Scholarship
 Mary Lynch Johnson Scholarship
 Moses S. Jones Scholarship
 Katharine Kerr Kendall Scholarship
 Ione K. & Thomas B. Knight First Family Scholarship
 William W. Lawrence Scholarship
 Ida Belle Ledbetter Scholarship
 Carolyn Sperry Leith Scholarship
 Rebecca Jean Morris Lewis Scholarship
 Robert H. Lewis Scholarship
 Margaret Hine Linville Scholarship
 Mabel Claire Hoggard Maddrey Scholarship
 Mangum Scholarship
 Martin Family Scholarship
 Gail Newton Martin Scholarship

Leroy Martin Scholarship
Marie M. Mason Scholarship
Mr. and Mrs. W. H. Matthews Scholarship
Anna Elizabeth Liles Maynard Memorial Scholarship
Gwen & George McCotter First Family Scholarship
Wilma L. McCurdy Memorial Scholarship
Mona Blevins McGilvray Scholarship
Mary Mac Stroud McLean Scholarship
Margaret Mason McManus Scholarship
Deborah S. McNeill Scholarship
Ruby C. & Ernest P. McSwain Scholarship
Memorial Theatre Scholarship
Thomas Meredith Baptist Heritage Scholarship
Charles E. Merrill Scholarship
Everette Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
Rebecca J. Murray Teaching Scholarship
NationsBank Corporation Teaching Scholarship
Nationwide Insurance Foundation Scholarship
The Neese Family Scholarship
Margaret Grayson Nelson Scholarship
New Bern First Baptist Church Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Newlin Memorial Scholarship
Marguerite Warren Noel First Family Scholarship
Mary Crawford Norwood Scholarship
Edla Adams Ogburn Scholarship
Lois Griswold Outland Art Scholarship
Gladys Blaylock Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Margaret Weatherspoon Parker Scholarship
Parker-Freeman Scholarship
Elizabeth Fleischman Patrick Scholarship
Cleo & Elwood Perry Honors Scholarship
Perry-Harris English Scholarship
Larnette W. Phifer Scholarship
Carolyn Peacock Poole Scholarship
Virginia Branch Pope Scholarship
Ida Poteat Scholarship
Judge Edwin Preston & Dr. Dorothy Preston Scholarship
Helen Pricel/Kappa Nu Sigma Scholarship
Dr. Carlton Sylvester Prickett Scholarship
Thomas P. Pruitt Scholarship
Public Service Company of North Carolina, Inc. Teaching Fellow Scholarship
Marianne Nifong Raker Scholarship
Evelyn Hampton Rappaport Scholarship
Oliver Davis Revell Scholarship
Z. Smith Reynolds Foundation Scholarship
Virginia Lancaster Robertson First Family Scholarship
Virginia Lancaster Robertson Scholarship
Norma V. Rose Memorial Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship
Alice Goodman Satisfsky and Daniel Satisfsky Scholarship
Margaret D. Schorger Scholarship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Shelton Supplementary Scholarship
Louise Shingleton Shivers Scholarship for Creative Writing
Dorothy Hunt Sides Scholarship
Ruth F. Singleton Scholarship
Spelman-Crawford Music Scholarship
Stell Sisters Scholarship
Theola R. Stewart First Family Scholarship
Viola Jones Strickland Scholarship
String Scholastic Fund
Marilyn M. Stuber Scholarship
Student Foundation Scholarship
Jane Watkins Sullivan Scholarship
Taylor Family Study Abroad Scholarship
Emma Barber Towler Memorial Scholarship
Martha Nell Tucker Science Scholarship
Myrtle King Turner Scholarship
John Graves Vann & Mary Norwood Vann Scholarship
Lucretia Dean Vick Travel Award
Elizabeth Tucker Wagoner Scholarship
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Marion Fiske Welch Scholarship
Wescott-Daniels Memorial Scholarship
Clara Jewell Spell Westbrook Scholarship
Suzanne Ripley Weston Scholarship
Cecile Ward White Scholarship
Lettie Pate Whitehead Scholarships
Martha McKeel Whitehurst Scholarship
Bobbitt Clay Williams Scholarship
Duwall M. Williams Scholarship

*Lena Mae Williams and Lena Stone Williams Music
Scholarship*
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Womble Scholarship
Clara Young Woodall Scholarship
Erika Suzanne Woodlief Memorial Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship

Meredith Student Employment

A limited number of on-campus jobs are available as a financial assistance resource for students not receiving financial assistance. Students would need to see the Work-Study Coordinator for information at the beginning of each semester. Students are paid directly on the 10th of each month for work performed during the preceding month.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students and must be making satisfactory academic progress toward graduation. Application for federal programs can be made by filing the Free Application for Federal Student Aid (FAFSA). FAFSAs are available through high school guidance counselors or the Office of Financial Assistance at Meredith. Annual application is required.

Federal Pell Grant

These federally sponsored entitlement grants are available to eligible students working towards a *first* baccalaureate degree at an approved postsecondary institution. In some cases, a Pell Grant may be received for attending a post baccalaureate teacher certification program. Grant amounts are determined by using a federally approved formula. They vary and are awarded on the basis of need, enrollment status, length of enrollment, and cost of education.

Federal Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist undergraduate students with analyzed financial need. Priority must be given to students receiving Pell Grants.

Federal Perkins Loan

This low interest (5%) loan program, funded by the federal government and administered by Meredith, is available to both undergraduate and graduate students with financial need. Repayment begins nine months after graduation, leaving school, or dropping below half-time study. A student has ten years to repay the principal and interest.

Federal Work-Study Program

This program provides on-campus jobs to full-time or part-time students. Award amounts vary and are awarded solely on the basis of need. Eligible students usually work up to 12 hours per week and are paid minimum wage.

Federal Subsidized Stafford Loan Program

This loan is available to students with proven financial need, who are enrolled at least half time. The annual limit for freshmen is \$2,625, for sophomores it is \$3,500 and for juniors and seniors it is \$5,500. The variable interest rate is capped at 8.25%, adjusted each July 1. During in-school, grace and deferment periods, the government pays interest. The ten year repayment begins six months after the student leaves school or drops below half time.

Unsubsidized Federal Stafford Loan

This loan is available to dependent undergraduate students enrolled at least half time who do not qualify for maximum subsidized Stafford loan awards, and to independent/graduate students eligible for additional funds. The annual loan limits for *dependent students* are the same as subsidized Stafford loan limits minus any amount received under that program. The annual loan limits for *all other students* are the same as subsidized Stafford loan minus any amount received under that program, plus freshmen and sophomores can receive an *additional* \$4,000; juniors and seniors can receive an *additional* \$5,000; graduate/professional students can receive an additional \$10,000. The interest rate is variable with an 8.25% cap, adjusted each July 1. **The borrower is responsible for interest from the date of disbursement.**

Federal PLUS Loans

These are loans available to parents of dependent students enrolled at least half time in a degree program. To be eligible for a PLUS loan, a FAFSA does not have to be completed; however, parent borrowers must be credit worthy and must show the ability to meet the monthly payments. A parent may borrow up to the difference in the estimated cost of attendance and other student finan-

cial assistance. The variable interest rate is currently capped at 9%. The repayment period begins when the loan is fully disbursed. Contact the Office of Financial Assistance for further information.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates working towards their first baccalaureate degree at in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 2000-01 was \$1,800. A student must complete an annual application available in the Office of the Registrar, in order to receive this grant. (See page 26.)

North Carolina Student Incentive Grants

This program is offered by the N.C. State Education Assistance Authority through College Foundation, Inc. Awards are available to undergraduates who demonstrate substantial financial need which is determined by the FAFSA, and are full-time, degree-seeking, North Carolinians. Students must also be making satisfactory academic progress. The deadline for filing is March 15 each year.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

Veteran Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

Prospective Teachers

N.C. Teaching Fellows applications are available only through high school counselors. The *N.C. Prospective Teacher Scholarship* application is available through high school counselors, financial aid offices and schools of education.

Out-of-State Programs

Non-North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.

FREQUENTLY ASKED QUESTIONS ABOUT FINANCIAL ASSISTANCE

How can Meredith help me?

— We can offer many solutions

If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit www.meredith.edu/admiss/finaid.htm for additional information about financial aid.

— How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2001-2002 budgets used in determining need for on-campus residents and for commuting students living with family are:

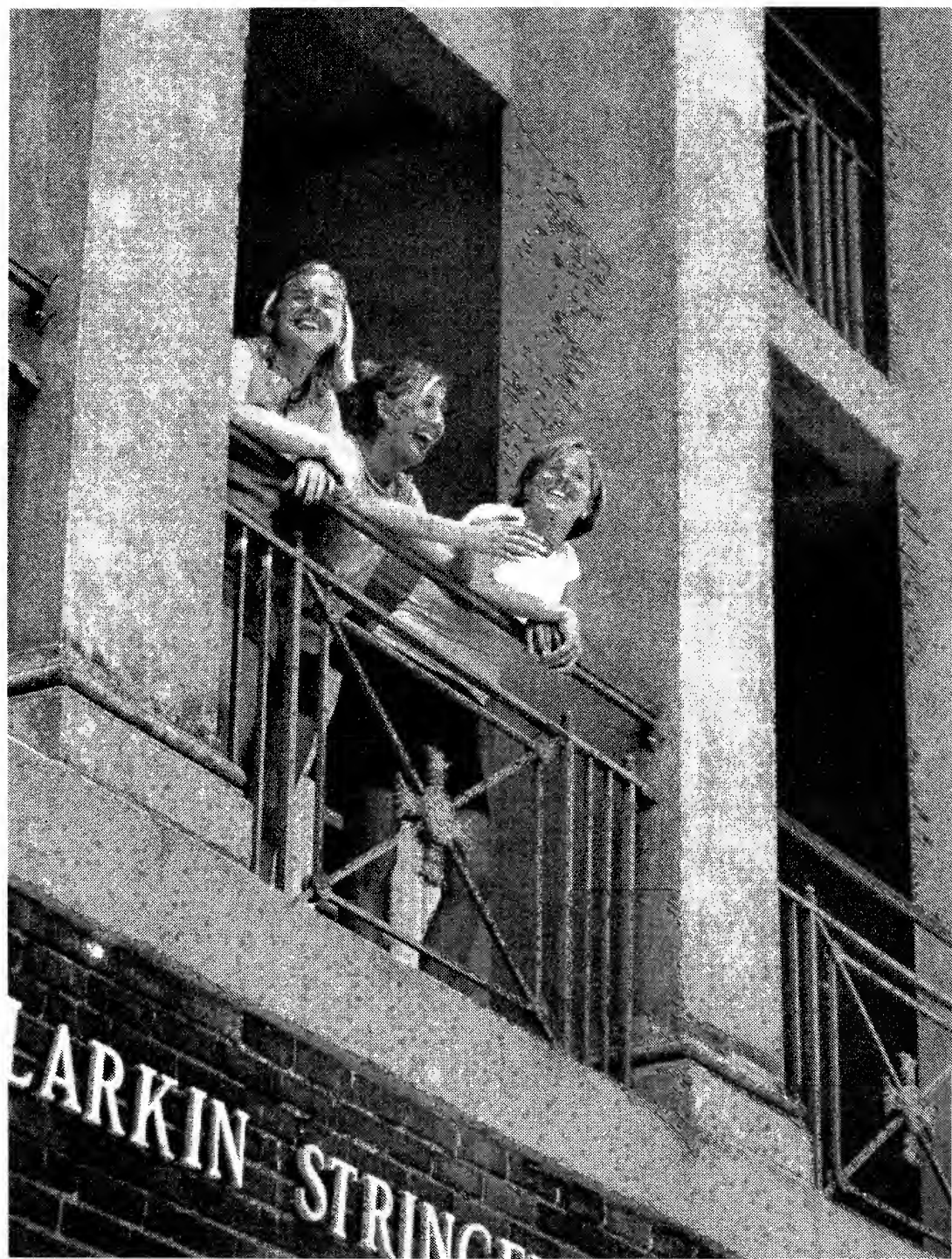
Direct Costs	<i>On-Campus</i>	<i>Commuting</i>
Tuition	\$12,300	\$12,300
Technology Fee	\$800	\$800
Room and Board	\$4,400	---
Total	\$17,500	\$13,100

Estimated Expenses	<i>On-Campus</i>	<i>Commuting</i>
Room and Board	---	\$3,600
Books and Supplies	\$750	\$750
Transportation	\$400	\$400
Personal Expenses	\$1,250	\$1,250
Estimated Total	\$19,900	\$19,100

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

Foreign students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is \$1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.



STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to the Meredith community. The College has a strong commitment to a total education which integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including: academic advising; dean of students; residence directors; commuter life and special services; campus ministry; volunteer services; counseling; health services; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, cam-

pus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The *Student Handbook and Activities Calendar* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); and playwright Wendy Wasserstein.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore!, appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical expe-

rience both in production and on stage. Recent offerings in the series have included *Ms. Courageous*, *Identity Crisis*, *American Dream*, *Felice*, *Stars in Your Eyes*, and *Hedda Gabler*.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem, offers availability to a host of cultural and social activities.

STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 65.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for

Spanish, Pi Delta Phi for French, Pi Mu Epsilon for mathematics students, Alpha Epsilon Kappa for religion and Sigma Tau Delta for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUDENTS as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

— Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVERNING operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but

the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

— *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

— *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review all student regulations.

STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests and abilities. Meredith students can choose from more than 80 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the 2001–2002

Student Handbook and Activities Calendar.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development.

— *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astrotekton and Philaretian societies now work with social service agencies as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

— *Campus Ministry*

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERITAGE, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

— Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith College, faculty, students and the broader community. Located in the Office of the Campus Minister, the Coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an adviser to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the *America Reads* program, the Coordinator of Volunteer Services is a liaison to the *Motherread* program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the Coordinator of Volunteer Services. The office is located in Jones Chapel.

RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

MEREDITH SPONSORS FIVE INTERCOLLEGIATE sports including basketball, soccer, fast-pitch softball, tennis, and volleyball. Students may participate on one or more athletic teams.

The organization and activities of the intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

RESIDENCE

SEVEN RESIDENCE HALLS ARE AVAILABLE FOR ON-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted. Each room is equipped with internet and e-mail access, cable television, and a telephone jack.

Freshmen are usually assigned to Brewer, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their halls.

Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and three other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-age students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.

- Residential policies will be reviewed annually.

— *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mail pockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the director of health services. The Health Center is served on a regular basis by a local physician with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday–Thursday and 7:00 a.m. to 5:00 p.m. on Fridays. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

COUNSELING

— *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Director of Academic Advising, whose office is located in the Park Center. See page 57 for further details.

— *Career Planning*

The Meredith Career Center, located in the Park Center, offers career counseling, educational programs and resource information to students who are undecided about their courses of study or career plans as well as those preparing for a specific career field. Assistance is available regarding employment, cooperative education experiences, interviewing, resume preparation, occupational outlook, salaries, and related issues. Students may also take voca-

tional interest tests and a for-credit career planning seminar. Campus recruiting, a web-based resume referral database, graduate school guidance, and career fairs help seniors as they begin to implement their plans for graduate study or careers.

— *Counseling Center*

The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional, or academic — with counselors who are degreed and licensed. All counseling services are free and confidential. In addition to counseling services, the Counseling Center offers disability services, psychological consultation, and general referral services. The staff also coordinates an outreach program, often with Peer Educators as facilitators. The center also houses a small resource library for students and staff. Students are encouraged to call the counseling office at 760-8427 any time or stop by Monday thru Thursday between 8:00 a.m. and 8:00 p.m. or Friday between 8:00 a.m. and 5:00 p.m. to make an appointment. The Counseling Center is located on the first floor of Carroll Health Center.

— *Freshman Discovery Series and First-Year Experience Class*

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

STUDENT ORGANIZATIONS: OPPORTUNITIES FOR INVOLVEMENT

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

Executive Committee
Association of Meredith Commuters
Elections Board
Honor Council (and Review Board)
Residence Hall Board
Senate
Student Life Committee
WINGS (Women in New Goal Settings)

Publications

Publications Board
Acorn (literary magazine)
Meredith Herald (newspaper)
Oak Leaves (yearbook)

Programming Associations

Campus Activities Board
Association for Cultural Awareness
Meredith Entertainment Association
Meredith International Association
Meredith Recreation Association

Religious Associations

Interfaith Council
Latter-Day Saints Student Association
Meredith Christian Association

Service Organizations

Service Council
Astrotekton Society
Circle K
Junior Woman's Club
Philaretian Society

Class Council

Freshman Class
Sophomore Class
Junior Class
Senior Class

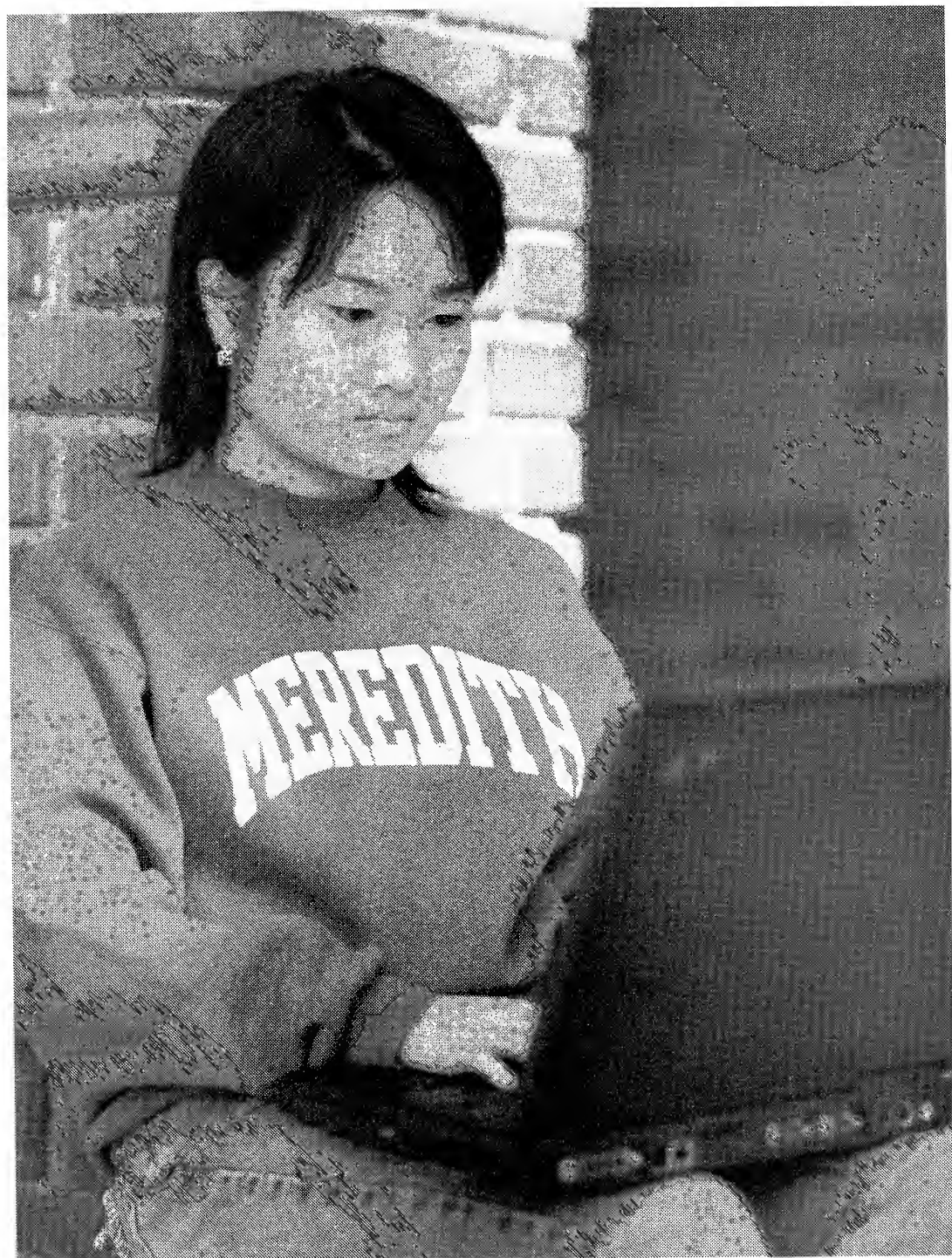
Clubs

American Choral Directors Association
American Society of Interior Design
Angels for the Environment
Barber Science Club
Canaday Math and Computer Science Club
College Democrats

College Republicans
 Collegiate Music Educators National Conference
 Colton English Club
Die Reblaus German Club
 Extra Theatre Company
 History and Politics Club
La Sorellanza Italiana Italian Club
La Tertulia Spanish Club
Le Cercle Francais French Club
 Mae Grimmer Granddaughters' Club
 Meredith Accounting Association
 Meredith Association for the Education
 of Young Children
 Meredith Association of Pre-Health Profession Students
 Meredith College Association of Family
 and Consumer Sciences
 Meredith College Student Dietetic Association
 Meredith Disabilities Organization
 Meredith Fashion Association
 Meredith Video Club
 Pi Sigma Epsilon
 Psychology Club
 Social Work Club
 Society for Human Resource Management
 Sociology Club
 Spectrum
 Sports Science Association
 Student Business Advisory Board
 Student Foundation
 Student NC Association of Educators
 Tomorrow's Business Women
 Watkins Communications Club
 Women's Issues Network

Honor Societies

*Alpha Delta Mu, Alpha Epsilon Kappa, Alpha Lambda
 Delta, Alpha Mu Gamma, Alpha Psi Omega, Beta Beta
 Beta, Delta Mu Delta, Delta Upsilon Upsilon, Kappa Nu
 Sigma, Kappa Omicron Nu, Lambda Pi Eta, Phi Alpha
 Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa
 Lambda, Pi Mu Epsilon, Psi Chi, Sigma Alpha Iota, Sigma
 Delta Pi, Sigma Tau Delta, Silver Shield*



ACADEMICS:

PROGRAMS AND REGULATIONS

MEREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 14 academic departments and 1 school of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and health sciences, chemistry, mathematics, or the School of Business may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, education, and music: the Master of Business Administration, the Master of Education, the Master of Music, the Master of Health Administration, and the Master of Science in Nutrition degree. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and an accredited dietetic internship program.

CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue.

Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

DEGREE PROGRAMS

— *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted at Meredith, and all courses attempted at Meredith in her major subject(s).

— *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 49.

Educational Goals

The educational goals for Meredith undergraduates are divided in two parts: (1) the general education goals and (2) the goals of each academic department or school.

General education goals

- Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God.

- She should encounter the great creative achievements of humankind and discover those values which are for her most essential to a rich, full, and significant life.

- She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms.

- She should have an informed concept of herself as a part of the natural universe.

- She should develop physical skills consistent with her physique, natural abilities, and interests.

- She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

The educational goals of each academic department are printed at the beginning of the department's course listings.

General Education Requirements

To reach the general educational goals each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health, physical education, and dance.

I. Humanities and fine arts27-30 credit hours

A. English composition3-6 credit hours

Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).

B. Foreign language6 credit hours

(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)

C. Literature6 credit hours

1. A 3-hour course in major British authors

2. A 3-hour course in English, American, or world literature, or any literature course in a foreign language

D. Religion6 credit hours

1. Religion 100

2. Any advanced 3-hour course in religion

E. Elective6 credit hours

Must include at least two of the following categories: art; dance (theory or history); music; philosophy; communication; theatre.

II. Social and behavioral sciences12 credit hours

A. History of Western Civilization3 credit hours

B. Electives9 credit hours

To be taken from the following categories: economics; cultural geography; history; sociology and anthropology; politics; psychology. Must include two areas other than history.

III. Mathematics and natural sciences

minimum of13 credit hours

A. One laboratory course chosen from biology, chemistry, earth science or physics4 credit hours

B. One course in mathematics3 credit hours

C. Electives6 credit hours

To be taken from two of the following: biology; chemistry; earth science; mathematics or CSC 201; or physics;

IV. Health, physical education,

and dance4-5 credit hours

Must include four hours of activity courses or three hours of activity courses and a course in health or first aid.

V. Capstone studies

One Capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional Capstone courses may be taken as pure electives.

Note: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department or school are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department or school will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 71-127. Substitutions in the requirements for a major may be made by the head of the department or school in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

Bachelor of Arts

American Civilization	Musical Theatre
Art	Political Studies
Biology	Pre-Art Therapy
Chemistry	Psychology
Communication	Public History
Dance	Religion
Economics	Social Work
English	Sociology
French	Spanish
History	Theatre
International Studies	
Mathematics	
Music	

Bachelor of Science

Accounting	Exercise and Sports Science
Biology	Family and Consumer Science
Business Administration	Foods and Nutrition
Chemistry	Interior Design
Child Development	International Business
Clothing and Fashion Merchandising	Mathematics
Computer Information Systems	
Computer Science	

Bachelor of Music

Music Performance	Music Education
-------------------	-----------------

Teacher education is described on pages 84–98.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Curriculum Committee for permission to pursue a contract major. It is recommended that a student have a 2.5 or better grade point average to propose a contract major.

There are two types of contract majors:

1. **Departmental** – Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.

2. **Interdisciplinary** – Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or school. In most cases, a department or school will design these majors according to the following guidelines: (a) a minimum of 36 semester hours; (b) a unifying theme; (c) a core discipline of 18–21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and (d) a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines in the Meredith College Undergraduate Catalogue. Normally, a contract major must be considered and approved by the members of the Curriculum Committee and the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, served the purpose of the contract major.

PROCEDURE

A student will meet with her adviser(s) to design the contract major proposal for submission to the Curriculum Committee. The contract major proposal must be submitted to the Curriculum Committee using the format outlined on the "Proposal for a Contract Major" form available in the Registrar's Office. The proposal and supporting documentation must be submitted one week before a Curriculum Committee regular meeting. Committee meetings are held on the second and fourth Mondays during the school year. All contract major proposals for the next year must be considered before the second February meeting of the Curriculum Committee.

The Curriculum Committee will assess the validity of the proposal and, if it is approved, submit it to the Academic Council. All contract majors must be submitted to Academic Council for final approval.

— Minors

A student may choose to complete a minor area of concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in each department or school.

— *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in performance or music education are given on pages 116–118.

— *Requirements for a Second Baccalaureate Degree, Major or Minor*

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.

2. She must complete a minimum of 31 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required. (See page 22 for *Admission Information*.)

THE HONORS PROGRAM

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department or school, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by a department or school, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest. In addition, Honors students are invited to participate in Focus on Excellence, a series of on-campus and off-campus cultural events and in an off-campus Honors Weekend.

— *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses.....7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. Opportunities for honors work in laboratory science are available in biology, chemistry, and physics.

Honors Colloquia.....6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, normally including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field6 hours

To heighten the participant's understanding of the knowledge, skills, and tools of her major discipline, each honors student will complete at least six credit hours of honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department or school
- Contractual work for honors credit in regular courses offered by the department or school
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to a department or school's approval of their relation to the major field.

Honors Elective.....6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include the following:

- Additional honors colloquia beyond the minimum requirements
- Departmental or school honors courses
- Regularly scheduled courses in which the student contracts for honors work and credit
- Independent study.

Honors Thesis or Equivalent Project3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) or school concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

SATISFACTORY PROGRESS IN HONORS

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an

Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

Honors students entering Meredith in the fall of 2001 and after will be expected to maintain a 3.250 average.

CAREER DIRECTION

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as human environmental sciences, art, music, and the School of Business. All of the departments and the school, however, provide opportunities for career preparation at the undergraduate level. Many areas have prepared programs so that students may use their electives to give career direction to majors in the department or school. Departmental and school advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice (*see page 43*).

— Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

— Dietetic Internship

The Dietetic Internship is a post-baccalaureate supervised practice program. Students work for 27 weeks in rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrichment experience of their choice. Students take two three-credit-hour graduate courses: Clinical Nutrition Seminar and Pediatric Nutrition. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitians. They will have acquired

competence for an entry-level position in clinical nutrition, food service management, or community nutrition.

— *Professional Communications*

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in photography, creative writing, journalism, business, and computer information science. Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 99.*)

— *Criminal Justice Studies*

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. (*For specific requirements, see page 106 or 127.*)

— *Teacher Education*

Meredith College offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching license in birth through kindergarten (B-K), elementary education (grades K-6); middle grades education (grades 6-9); language arts, mathematics, science, and social studies; secondary education (grades 9-12); English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, physical education, theatre, French, and Spanish; and occupational education: business and office education and family and consumer sciences education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states' agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary educa-

tion, reading K-12, and English as a Second Language. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations, and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

— *Teaching Fellows Program*

The Teaching Fellows Program offers talented North Carolina students, who choose teaching as a first career option, unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program (which includes an Honors thesis) and also directed to participate in selected Focus on Excellence events. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to match the state's monetary contribution. (*For more information about the award, see page 32.*)

CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

CONTINUING EDUCATION

— *Undergraduate Degree Program for Women Age 23+*

A woman may enter this program through the Admissions Office (see page 19). This option involves pre-admission advising and an individually tailored preliminary program.

When the requirements of a preliminary program have been fulfilled, students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The 23+ staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

— *Community Outreach*

Community Outreach programs provide opportunities for women, men, and children to enrich their lives through a variety of programs offered each semester, including summer. Courses in the Community Outreach programs award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by business, agencies, and institutions for certification and advancement purposes. Community Outreach programs are open to Meredith College students, faculty, and staff on the same basis as the community at large. Teachers who need Teacher Renewal Credit (TRC) take community outreach programs classes to meet the state requirements for maintaining their teaching licenses.

— *Certificate Programs*

Noncredit Certificate Program

The purpose of the Noncredit Certificate Program is to create, implement and evaluate noncredit certificate programs for the Triangle Community; to enhance skills and knowledge in various professions; to create a network among professionals for resource sharing; to heighten public awareness of educational/professional opportunities for adult learning at Meredith College; to encourage business and other partnerships for professional advancement and to provide leadership opportunities for women.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Though paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, increasingly they are playing key roles in the legal services team, performing a wide variety of sub-

stantive legal work delegated by attorneys.

The Meredith Paralegal Program is a professional certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association and is the only ABA-approved post-baccalaureate level paralegal program in North Carolina. To date over 600 graduates have begun paralegal careers by earning their Paralegal Certificate at Meredith. The program can be completed in the evening over two semesters or in one intensive semester.

Paralegal Program graduates enjoy a wide variety of employment opportunities. While the majority work in private law firms, many are employed in corporate legal departments, banks, and government agencies. Training as a paralegal provides instruction in legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management, to name a few.

Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction, connecting students with the real world of law practice. A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Through active placement assistance, over 85% of our graduates find employment within three months of completing their studies.

The Meredith Paralegal Program is open to qualified applicants who have earned a bachelor's degree from an accredited college or university. No specific major is required. Admission is competitive and based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering entering the paralegal profession or entering law school. Further information about the Paralegal Program is available from the Office of Executive and Professional Programs at 760-2855, or on our website at: www.meredith.edu/legal/default.htm.

INDIVIDUALIZED OPTIONS

— *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 129.)

— *Writing Intensive Courses*

Meredith students have a unique opportunity to improve their writing skills by taking courses that are labeled in the course schedule as Writing Intensive. Because each academic discipline has its own writing conventions, faculty in disciplines other than English have designed courses that include writing instruction for that discipline. Students enrolled in Writing Intensive classes learn from experts on how to write for that field, receive feedback on preliminary drafts, and learn how to revise their drafts. These courses are designated "WI" on a student's transcript, thereby informing potential employers or graduate schools that she has had instruction in composition beyond her freshman year. This program demonstrates Meredith's commitment to making the ability to write clearly and effectively a priority for every student.

Definition: a course is considered writing intensive if it makes substantial use of writing as a means of engaging students with the subject matter. "Intensive" refers to the way writing is integrated into the course rather than to the amount of writing involved. Students will become familiar with the subject matter by completing a variety of writing assignments, both formal (graded) and informal (ungraded). The number of writing assignments may or may not exceed those of other classes, but Writing Intensive courses benefit the student by offering writing instruction and coaching by the instructor in planning, drafting, revising, and editing student papers for that discipline.

— *Cooperative Education*

Cooperative education is a program which gives sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are

evaluated. One to four hours of academic credit is earned for each work experience.

— *Cooperating Raleigh Colleges*

Meredith, Peace, and Saint Augustine's Colleges, St. Mary's School and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department or school. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

— *International Studies*

SUMMER PROGRAMS

Meredith Abroad in Italy, Switzerland and England

Each summer the College offers a course of study in selected foreign countries (currently England, Switzerland and Italy) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students can elect to do either the continental or UK portion of the program — or both.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines. Options for foreign language study have included summer programs in France, Germany, Mexico, and Spain.

In the past, the Department of Biology has sponsored programs in arctic Russia and Belize; the Department of History and Politics, a program in China; the Department of Human Environmental Sciences, a fashion program in Paris; and the Department of Education, a program in New Zealand. The School of Business regularly sponsors a program in the United Kingdom.

Art Program in Italy

Art students above the freshman level may apply for a biennial five-week program of study in Florence and surrounding Tuscany. Six credit hours of drawing and painting can be earned, with the option for additional credits for independent study in art history. An additional required credit is earned during spring semester to prepare students for the trip.

SEMESTER AND YEAR ABROAD

Semester/Year in U.K., Ireland, and Australia

Meredith students regularly study in universities in England, Ireland, Scotland, and Australia. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

Semester/Year in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages and Literatures.

Semester/Year in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

Semester /Year in Hong Kong

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

Semester/Year in People's Republic of China

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

Individually-Tailored Semesters

The Director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Kenya, New Zealand, and South Africa.

OTHER OFF CAMPUS OPTIONS

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Politics.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Politics.

The Washington Center

Teaching Fellows are offered an opportunity to participate in an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop

their professional and academic skills and civic awareness.

Any Teaching Fellow who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. Further information concerning the Marymount program may be obtained from the Director of International Studies.

— Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

— Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for re-admission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

ACADEMIC SUPPORT SERVICES

— Learning Center

Meredith College's Learning Center supports students with one-on-one tutoring in writing, grammar, Spanish, French, and mathematics. Support is also provided to answer questions related to word processing, library research, and speech writing and delivery. The Learning Center has two professional staff and the tutors are students who have been trained to help other students. In addition to tutoring, the Center has reference books, handouts, and self-help exercises in grammar and mathematics. Students wishing to make appointments should sign up outside the entrance at 122 Jones Hall, or call 760-2800 and leave a message on voice mail. The service is free and is not limited to students seeking remedial help. All students are welcome.

— Carlyle Campbell Library

Carlyle Campbell Library is designed to integrate print, electronic, and audiovisual resources with an extensive program of research and technical support. The building is equipped with study tables and carrels, open stacks, video viewing stations, the LINC center computer lab, projection room, and group study rooms. The library collection includes more than 137,000 volumes and access to over 2,600 periodicals. Resources include print, microforms, film, video and audio recordings, laser disk and computer software, computer databases, video programming on campus cable television, SCOLA (portal for foreign language television programming), and ALIS (Automated Library Information System) which provides computerized access to the library's collection. An extensive collection of recordings and scores are housed in the music library branch in the Wainwright Music Building. Meredith College students have borrowing privileges at the other Cooperating Raleigh Colleges (North Carolina State University, Peace College, Shaw University, St. Augustine's College, St. Mary's School).

— Technology Services

Voice and data support is provided to all students, faculty, and staff through Meredith College's Technology Services Department. A campus-wide network links offices, classrooms, computer labs, the library, and residence hall rooms to the world's information resources. The College is in the process of building a wireless network as a part of a new technology initiative, which began in the fall of 2000. There are four general use computer labs each housing 20 computers and printers. Scanners are available to the community in three locations on campus. Small computer labs with high-level equipment are available in some departments with specialized needs such as Art and Computer Science. Other small clusters of computers are available in classroom buildings, Cate Student Center, and the residence halls. Many of the classrooms are configured with presentation systems for electronic display. A help desk is available for solving technical problems. A Walk-In Center to provide support for the new technology initiative is planned to be available beginning with the 2001-2002 academic year. The Technical Training Department offers a variety of software support to the Meredith community which includes a technology help lab, software application classes for students, faculty, and staff, and software handouts.

SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION IN WHICH courses are generally taught over a three-week term with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid by the student at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department or school head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

— *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department or school. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning. The advising program is under the general direction of the Director of Academic Advising.

— *Course Load*

A student will decide on her semester course load in consultation with her adviser. The student wishing to graduate in four years should plan on taking 15–16 hours per semester. Students on probation should read the section on *Satisfactory Progress, Retention and Suspension* for their course load guidelines. **A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of aca-**

demetic affairs or the registrar. A student seeking overload permission may take no more than 9 hours of half-semester courses.

— *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (*page 48*) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the general education requirements in order to explore many academic areas. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department or school concerned and make proper arrangements.

— *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling her graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the vice president for academic affairs.

— *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the office of the vice president for academic affairs. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this when they file for graduation.

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree

they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program.

Participation in a commencement program (May or December) is open to:

a.) those students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony).

b.) those students who have completed the requirements for graduation in the semester of the graduation ceremony.

c.) those students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The official diploma will be delivered after receipt of the grades if the student has completed all requirements.

— Graduate Examinations

Students interested in graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through the Career Center or at other established testing centers. Other graduate/professional admission test packets are available through the Career Center including the MCAT, LSAT, GMAT, DAT VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Career Center.

— Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. Students may add any course before its begin date. The drop, add, and withdrawal dates for courses which meet at irregular times are available in the registrar's office. All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emergency withdrawals. (See pages 64–65, *Grading System*). All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

— Repetition of Courses

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

— Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

— Advanced Placement Credit

Advanced placement and credit are available to students in approved Meredith programs through several avenues: Meredith College departmental tests, an Advanced Placement Examination of The College Board (AP), a College-Level Examination Program test (CLEP), an International Baccalaureate examination (IB), or course credits recommended by the American Council on Education and approved by the Meredith registrar. Details of Meredith's AP, CLEP and IB policies are listed in the following pages. Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History
Art Studio	3,4,5	3	Studio Art Elective
Biology	3,4,5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 201
Computer Science AB	3,4,5	6	Computer Science 201, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Education lab science
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History —European	3,4,5	3	History 102
History —United States	3,4,5	3	History 214 or History 215
Human Geography	3,4,5	3	General Education social science
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	7	Mathematics 144, 211
Mathematics—Calculus BC	3,4,5	10	Mathematics 144, 211, 212

Credit Opportunities for High School Advanced Placement Courses (continued)

AP Exam	Score	Hours Granted	College Courses Satisfied
Music Theory	4,5	3	Music 100
Physics B (General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Minimum Accepted Score	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) <i>Subsidiary Level</i>	5	3	Studio Art elective
Art/Design Option B (Research Workbook) <i>Subsidiary Level</i>	5	3	Art elective
Art/Design Option A&B <i>Higher Level</i>	5	6	3 credits Studio Art 3 credits Art elective
Biology <i>Higher Level</i>	5	4	BIO 101/141
Business & Organization <i>Higher Level</i>	5	6	6 hours toward business major
Chemistry <i>Subsidiary Level</i>	5	4	CHE 111/141
Chemistry <i>Higher Level</i>	5	8	CHE 111/141, CHE 112/142
Classical Languages <i>Subsidiary Level</i>	5	3	Humanities elective
Classical Languages <i>Higher Level</i>	5	6	Humanities elective
Computer Science <i>Higher Level</i>	5	3	Computer Science elective
Economics <i>Higher Level</i>	5	6	ECO 100/101
English (Language A1) <i>Higher Level</i>	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
French <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	

Meredith College International Baccalaureate Policy (continued from previous page)

IB Subject	Minimum Accepted Score	Semester Hours Awarded	Meredith Equivalent
Geography <i>Subsidiary Level</i>	5	3	Human Geography (Social Science)
Geography <i>Higher Level</i>	5	6	Human Geography (Social Science)
German <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
German <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	
History <i>Higher Level</i>	5	3	History elective
History of the Islamic World <i>Higher Level</i>	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods <i>Subsidiary or Higher Level</i>	5	3	Mathematics elective
Mathematics <i>Higher Level</i>	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music <i>Subsidiary Level</i>	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music <i>Higher Level</i>	5	3	MUS 100
Philosophy <i>Higher Level</i>	5	3	Philosophy elective
Physics <i>Subsidiary Level</i>	5	4	PHY 211/241
Physics <i>Higher Level</i>	5	8	PHY 211/241, PHY212/242
Psychology <i>Higher Level</i>	5	3	Psychology elective
Social Anthropology <i>Higher Level</i>	4	3	SOC 260
Spanish <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
Spanish <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	
Theatre Arts <i>Subsidiary Level</i>	4	3	THE 114
Theatre Arts <i>Higher Level</i>	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Minimum Accepted Score	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	6	ACC 230, 231
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 240
Marketing, Principles of	50	3	BUS 260
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government *	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: Early Colonizations to 1877	50	3	HIS 214
History of the United States II: 1865 to the Present	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: Ancient Near East to 1648	50	3	HIS 101
Western Civilization II: 1648 to the Present	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition (with or without essay)		NONE	
English Literature		NONE	
Humanities	50	3*	

table continued on next page

*Student must complete a course at Meredith in the same department or area with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

College Level Examination Program (CLEP) Examination (continued from previous page)

CLEP Examination	Minimum Accepted Score	Amount of Credit Granted	Equivalent Course(s)
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	
Trigonometry	50	3	MAT 143

*Student must complete a course at Meredith in the same department or area with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

— *Auditing Courses*

Audits may be arranged on the first class day of the semester or the first day of the class in the case of a class that does not begin on the first day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. If the student withdraws from the course or fails to satisfy the teacher's stated expectations for the audit, the grade of NA will be given.

— *Developmental/Remedial Courses*

Developmental or remedial courses are offered in some subject areas for those students who are not ready for college-level work in that subject. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

— *Corequisites*

Any student taking a class with a corequisite requirements must register and take the corequisite during the same semester as the corresponding course. She must successfully complete the requirements of both in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component of a corequisite course during the five-day drop/add period, she must drop both components.

— *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is

permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 255, 336, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department or school.

— *Transfer Credit*

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Transfer credits are recorded in semester hours and are evaluated with letter grades "A" through "C" on a 4:0 scale. (See pages 64–65 for a complete explanation of the grading system at Meredith.)

Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading sys-

tem will be accepted as pass/fail.

Credits transferred will be counted for major requirements only with the approval of the department or school head.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

— *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department or school head.

— *Credit in Cooperative Education*

Of the 124 hours required for graduation, no more than eight may be Cooperative Education credit.

— *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages 185–186 for list of ensemble courses.)

— *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health, Physical Education and Dance, and by the vice president for academic affairs or the registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing to the Office of the Registrar. Additional requests for reports will be processed as transcript requests.

— *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
- AU The student completed a satisfactory audit.
- NA The student did not complete a satisfactory audit.

— *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

— *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

Pass/Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department or school's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department or school may choose to restrict grading in a departmental or school seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a

P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department or school in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

ACADEMIC RECOGNITION

— *Classification*

Each student is classified on the following basis:

<i>Classification</i>	<i>Semester Hours Credit</i>
Freshman	1-25
Sophomore.....	26-59
Junior.....	60-89
Senior	90 and above

— *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

— *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Financial Assistance.

2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

For students graduating in May 2003 or after, graduation with distinction will be based on achieving the following grade point averages for all work counted toward graduation: 3.5—*cum laude*; 3.7—*magna cum laude*; 3.9—*summa cum laude*. Students graduating May 2003 or after must have a minimum of 62 hours earned at Meredith College.

RECORDS

— Registration

Registration instructions and class schedules are available from the Registrar's office approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

— Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLLEGE, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

<i>Total Hours Attempted</i>	<i>Minimum Expected Meredith QPR</i>
1-16	1.500
17-25	1.700
26-59	1.800
60-89	1.900
90 and above	2.000

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled: a) register for no more than 14 hours; b) enroll in either ENG 111 or ENG 112 if she has not completed her general education composition requirement; c) attend one study skills workshop during the first week of classes. A student who has attempted 1-16 hours must repeat at least one course in which she has earned a "D" or an "F" within her next two semesters of attendance unless no such courses are offered. All other students must repeat at least one course in the next semester in which they are enrolled unless no such courses are offered. Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to her academic adviser or the Director of Academic Advising.

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation

and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice president of Academic Affairs within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice president of Academic Affairs to hear the appeal.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith. **Students on financial aid should confer with the Financial Assistance office before applying for a leave.** Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and no later than the last day of classes if she does not plan to complete her current semester.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

OFFICIAL WITHDRAWAL

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For Undergraduate Degree Programs for Women Age 23+ students, withdrawal is effected through the 23+ office. Students who are seeking licensure for teaching (but are not seeking a degree) should withdraw through the Department of Education. Special students should withdraw from the Office of the Registrar. Students failing to make official withdrawal within 60 days of last class attendance forfeit the right of honorable dismissal and financial adjustments.

ACADEMIC PROGRAMS

Accounting

American Civilization

Art—*Art Education • Art History*

• *Graphic Design • Studio Art*

Biology—*Biological Diversity • Environmental Science*

• *Health Science • Molecular Biology*

Business Administration—*Economics*

• *Finance • Human Resource Management*

• *Management • Marketing*

Chemistry

Child Development

Clothing and Fashion Merchandising—

Design • Merchandising

Communication—*Mass Communication*

• *Human Communication*

Computer Information Systems

Computer Science

Dance—*Dance Education*

• *Performance & Choreography*

• *Private Studio Teaching*

Economics

Education—*Licensure in Birth through Kindergarten*

(B-K) • Elementary (K-6)

• *Middle Grades (6-9) • Secondary (9-12)*

• *Specialized Subject areas also available*

English

Exercise and Sports Science—

Fitness & Sports Management

• *Physical Education*

Family and Consumer Sciences

Foods and Nutrition

French

History

Interior Design

International Business

International Studies

Mathematics

Music

Music Education

Music Performance—*Composition • Instrument*

• *Keyboard • Piano Pedagogy • Voice*

Musical Theatre

Political Studies

Pre-Art Therapy

Pre-Professional Programs—*Dentistry*

• *Law • Medicine • Pharmacy • Veterinary Medicine*

Psychology

Public History

Religion

Social Work

Sociology

Spanish

Theatre

Self-Designed Major

—*Italics denote concentrations available.*

MEREDITH

COLLEGE



SCIENCE & MATHEMATICS
BUILDING

EDUCATING
Women
TO
Excel

BUILDING

ACADEMIC PROGRAMS

CROSS-CULTURAL SKILLS MINOR

AN INTERDISCIPLINARY CROSS-CULTURAL SKILLS minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

1. CAP 407 — Awareness and Discovery or comparable course (3 hours)
2. Approved Study/Work Abroad (minimum eight consecutive weeks)
3. Foreign Language (6 hours in the same language, 300-level or above)
4. Approved Global Perspective Electives (6 hours)
5. Approved International Perspective in the Major (3 hours)
6. Portfolio (1 hour)

CENTER FOR WOMEN IN THE ARTS

MEREDITH IS WIDELY RECOGNIZED AS A CENTER for Women in the Arts operating in an atmosphere of the arts, sciences, and humanities. Whether one is interested in pursuing a career in the arts, or simply likes the excitement visual and performing arts add to campus life, the variety of opportunities available in the arts at Meredith is extraordinary. Meredith offers undergraduate degree programs in the traditional arts areas of Visual Art, Music, Drama, and Dance, as well as Fashion Design and a fully accredited Interior Design program. Meredith has teaching licensure programs in art, music, dance, and drama and a graduate music degree program. At the heart of education in the arts at Meredith is personal attention and individualized instruction to help each student explore her own artistic potential.

The Meredith calendar is filled with student and professional performances, lectures and exhibits, frequent field

trips, and travel study opportunities both in the United States and abroad. With excellent facilities on campus, Meredith students also have access to the cultural resources available in Raleigh, the capital city, and the entire research triangle region.

WOMEN'S STUDIES

A DEPARTMENT OR SCHOOL MAY INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

ART

Professor Bailey, Head; Professor Short; Associate Professors Banker, Fitz-Simons, Parker; Assistant Professors Mulvaney, Pearce, Rowland, and Terry; Adjuncts Beatty, Fine, Goldberg, C. Hayes, Lewis, B. Ligon, M. Scherr, S. Scherr, Siwek, Springer, Steele, Stewart; Emerita Greenberg.

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program the first semester of her freshman year, though special provision may be made for transfer students. To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated. Students who wish to appeal this policy may request to take an exit exam for the course(s) in question.

All art majors are required to complete a core curriculum of 22-24 credit hours. Concentrations are offered in studio art, art history, graphic design and art education. Internships are available and encouraged for art majors.

Through special studies courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Contract majors in art management and art history are also possible for the student to arrange through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art. A Pre-Therapy major is offered in conjunction with the Psychology Department.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the art department for further information for all of these policies.

Mission Statement

The Meredith College Art Department provides an enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

Statement of Purpose

The purpose of the Department of Art is to provide a visual arts program which:

- supports the fine arts and humanities component of the general education requirements,
- offers a major in the visual arts based on a core curriculum of shared studio art and art history experiences,
- offers studio, art history, graphic design, and art education concentrations beyond the art major,
- offers a Pre-Art Therapy major program in conjunction with the Psychology Department
- offers preparation for teacher Licensure in art K-12,
- encourages individual reflection as inseparable from production,
- offers individualized instruction,
- maintains an extensive exhibition program for instructional purposes and as a link with the greater community,
- encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and in arts organizations,
- guides career choices based on individual strengths and interests.

Goals

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. The art major may elect to add a concentration for greater depth in a specialized area within the liberal arts framework.

As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who feel their education here could not be equaled by other schools. The key to this is to provide unique challenging opportunities for learning. Small class size is an important component, but so is the chance for study abroad, internships, providing artists-in-residence and speakers, and travel to art centers and museums. However, our most important goal is to help each student find value in her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives

A student taking a class in the visual arts program will:

- demonstrate competence in understanding concepts and acquiring skills germane to the class,
- be exposed to the artistic production and philosophy of creative people in diverse cultures,
- participate in the assessment of her own work, that of others in the class, and that of professionals,
- recognize the importance of visual literacy to humankind past, present, and future,
- develop visual observation skills.

A major in the art department, in addition to the objectives above, will:

- demonstrate an individual voice through a culminating exhibit, portfolio, or research paper,
- attain highly developed visual observation skills,
- articulate orally and through writing original thoughts about art and society (past, present, future).

— Requirements for a Major

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I.....	3
ART 105 2-D Design	3
ART 206 Color Theory	3
ART 221 Art History Survey I.....	3
ART 324 Modern Art	3
ART 222 Art History Survey II.....	3
ART 494 Senior Project	1-3

ART 495 Portfolio Photography	1
TOTAL Core Hours	22-24

Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many entry level art positions. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and allow time for internships.

Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum	22-24
II. Art History Elective	3
III. Studio Art Concentration	21
ART 201 Drawing II (3)	
ART 207 3-D Design (3)	
Studio Area Concentration (15)	
IV. Professional	2
ART 493 Senior Seminar (2)	
TOTAL hours for the major	47

Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

Requirements for a Major in Art with a Concentration in Graphic Design:

I. The Core Curriculum	23-24
II. Graphic Design Concentration	35
A. Required Courses	31
ART 140 Introduction to Graphic Communication (3)	
ART 130 Photography I (3)	
ART 245 Typography (3)	
ART 246 Typography Lab (2)	
ART 248 Techniques of Illustration I (3)	
ART 342 Digital Imaging (3)	
ART 394 Graphic Design Studio (9)	
ART 404 Book Design (2)	
B. Graphic Design Concentration Electives	4
ART 201 Drawing II (3)	
ART 103 Computer Drawing (1)	
ART 104 Oak Leaves (1)	
ART 270 Fibers (3)	

ART 230 Photography II (3)	
ART 330 Photographic Techniques and Processes (3)	
ART 350 Printmaking I (3)	
ART 348 Techniques of Illustration II (3)	
ART 920 Directed Independent Study (1-3)	
ART 930 Community Internship (1-3)	
CIS 154 Creating Pages for the WWW (P/F) (1)	
Approved Advanced Web Design Elective (2-3)	
TOTAL hours for the major	58-59

Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art, i.e., museums, community-based arts organizations or commercial arts enterprises.

The Art History Concentration requires 12 hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

Requirements for a Major in Art with a Concentration in Art History:

I. The Core Curriculum	22-24
II. Studio Art	3
ART 207 Three Dimensional Design (3)	
III. Art History beyond the core	12
IV. Electives approved by faculty adviser	9
TOTAL hours for the major	47

Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

Requirements for a Major in Art with a Concentration in Art Education:

I. The Core Curriculum	22-24
II. Art History Elective	3
III. Studio	21
ART 201 Drawing II (3)	

ART 207 3-D Design (3)	
ART 210 Painting I (3)	
ART 160 Ceramics I (3)	
ART 365 Sculpture (3)	
ART 270 Fiber (3) or	
ART 275 Metals (3)	
ART 350 Printmaking (3)	

IV. Professional Education	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
PSY 210 or PSY 310 Developmental (3)	
PSY 312 Exceptional (3)	
SOC 335 Race and Ethnic Relations (3)	
EDU 439 Student Teaching (6)	
EDU 441 Audio/Visual (1)	
EDU 471 Reading (1)	
TOTAL hours for the major	78

Pre-Art Therapy Major

The Pre-Art Therapy major is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate school candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Required Courses in ART (101, 105, 206, 210, 260, 734, 735, 736).	24 total hours
Required Courses in PSY (100, 200, 210 or 310, 300, 312, 320, 332, 420).	25 total hours
TOTAL hours for the major	49

— Requirements for an ART minor:

ART 101 Beginning Drawing I (3)	
ART 105 Basic 2-D Design (3)	
Art History Survey I or II (3)	
Area of Specialization in upper level courses (200 and above) (6)	
Art electives (6)	
TOTAL hours for the minor	21

— For Art classes, see pages 131–135.

BIOLOGY AND HEALTH SCIENCES

Professor Mecham, Head; Professors Grimes, Reid, Swab; Associate Professor Wolfinger; Assistant Professor Cuffney and McAlexander. Adjuncts Crumpler, Linkous, Townsend, Tully, Winterton

THE DEPARTMENT OF BIOLOGY AND HEALTH Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become actively involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in a wide diversity of areas within Biological and Health Sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through laboratory work, and for enhancing creative learning.

Goals of the department are as follows:

- to provide a learning environment fostering growth of all students in scientific literacy and analytical abilities,
- to provide in introductory courses a basis for biological literacy in today's world, and the biological foundation for upper level courses,
- to provide a knowledge base for relating biology to the physical sciences, nutrition, and other disciplines,
- to provide through the various sequences of advanced courses an educational environment whose content and rigor prepare majors and minors with the background for continued success beyond Meredith,
- to provide through advising, academic and experiential programs tailored to meet the individual needs of our students.

In addition to the wide variety of course offerings by the department, many off-campus experiences are available through part-time employment, directed independent studies, internships, cooperative positions, volunteer positions, etc. These opportunities apply and expand course content through hands-on experiences in various fields of research, health, and veterinary medicine.

— Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students will receive credit for BIO 101 upon successful completion of BIO 141.

Students who present an AP Biology score of 3 or above will receive credit for BIO 101 and BIO 141.

— *Licensure*

Middle grades (6-9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 204, GEO 200, GEO 240, and Sci 764. Students in a BS or BA Biology major must follow the department program outlined for middle school licensure.

Secondary licensure in biology is available to students who complete the requirements for a BS or BA in Biology following the departmental programs outlined for secondary school licensure.

— *Requirements for Major and Licensure Programs*

I. **Biology Major: B.S. and B.A. Concentrations**

A. **B.S. in Biology with a concentration in**

Molecular Biology: 73 hrs

Required courses in Biology: 42 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 251 (3) Cell Biology
 BIO 256 (1) Techniques in Microscopy
 BIO 258 (1) Techniques in Tissue Culture
 BIO 334 (3) and 344 (1) Microbiology
 BIO 356 (4) Biotechnology
 BIO 431 (3) and 461 (1) Genetics
 BIO 436 (3) Biochemistry and
 BIO 446 (1) Biochemistry Lab
 BIO 499 (6) Senior Research
 Electives (4)

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 Either CHE 222 (3) and 242 (1) Organic
 Chemistry II or CHE 350 (4) Quantitative
 Analytical Chemistry

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

B. **B.A. in Biology with a concentration in**

Molecular Biology: 546 hrs

Required courses in Biology: 37 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 251 (3) Cell Biology

BIO 256 (1) Techniques in Microscopy
 BIO 258 (1) Techniques in Tissue Culture
 BIO 334 (3) and 344 (1) Microbiology
 BIO 356 (4) Biotechnology
 BIO 431 (3) and 461 (1) Genetics
 BIO 436 (3) Biochemistry
 BIO 499 (6) Senior Research

Required courses in Chemistry: 12 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

C. **B.S. in Biology with a concentration in Health Science (Pre-medical, Pre-dental, and Pre-professional options): 69 hrs**

Required courses in Biology: 38 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 251 (3) Cell Biology
 BIO 254 (3) Evolution of Biological Systems
 BIO 321 (2) and 345 (2) Comparative
 Vertebrate Anatomy
 BIO 323 (3) and 343 (1) Vertebrate Physiology
 BIO 334 (3) and 344 (1) Microbiology
 Electives (12)

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Clinical Experience and Application recommendations: All specified courses should be completed by the end of the Junior year. MCAT or DCAT should be taken in April of the Junior year. Biology electives may be completed at any time. Recommended electives in Biology include the following: BIO 222 (2) and 242 (2), BIO 211 (3) and 241 (1), and BIO 436 (3) and 446 (1).

Students should also have significant (minimum 500

hrs) volunteer or paid clinical experience. This should involve as much patient contact as possible.

D. B.S. in Biology with a concentration in Health Science (Pre-Pharmacy Option): 74 hrs

Required courses in Biology: 36 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 322 (3) and 342 (1) Human Anatomy and Physiology
 BIO 334 (3) and 344 (1) Microbiology
 BIO 436 (3) Biochemistry
 BIO 446 (1) Biochemistry Laboratory
 Electives (8)

*Required courses in Chemistry: 20 hrs**

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 CHE 350 (4) Quantitative Analytical Chemistry

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

**A student can receive a minor in Chemistry with only 3 additional hours at the 200 or 300 level.*

E. B.S. in Biology with a concentration in Health Science (Pre-Physician Assistant, Pre-Physical Therapy): 60-64 hours

Required courses in Biology: 20-24 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 334 (3) and 344 (1) Microbiology
 BIO 431 (3) and 441 (1) Genetics
 BIO 322 (3) and 342 (1) Human Anatomy and Physiology OR BIO 323 (3) and 343 (1) Vertebrate Physiology AND BIO 321 (3) and 345 (1) Comparative Vertebrate Anatomy

Required courses in Chemistry: 16 hours

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 or CHE 436 (3) and 446 (1) Biochemistry

Required courses in Physics: 8 hours

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hours

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Required courses in Psychology: 9 hours

PSY 100 (3) Introduction to Psychology
 PSY 210 (3) Life Span Developmental Psychology
 PSY 320 (3) Abnormal Psychology

Non-Course Requirements Needed for Admission into Physician Assistant and Physical Therapy Programs:

Increasingly, an entry-level position in physical therapy or physician assistant requires holding a master's degree. The concentration described above is designed for students desiring to enter a Master's Degree Program in Physical Therapy or Physician Assistant. In addition to the coursework described above for this major, a minimum of **200** (for some master's programs in Physical Therapy) to **2000** (for most master's programs in Physician Assistant) patient contact hours are needed for application to master's degree programs. All coursework (for a total of 100-104 credit hours) and the majority of patient contact hours are to be completed in three to three plus years. The remaining twenty to twenty four credit hours necessary for graduation will be awarded for completing an in-depth medical experience, such as serving on a medical mission or internship. Receiving Certified Nursing Assistant (CNA) certification will enable students to obtain more meaningful patient contact experience and may count toward physical education requirements for graduation.

F. B.S. in Biology with a concentration in Health Science (Pre-Veterinary Medicine Option): 66-67 hrs

Required courses in Biology: 32 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 334 (3) and 344 (1) Microbiology
 BIO 431 (3) and 461 (1) Genetics
 BIO 436 (3) Biochemistry
 BIO 446 (1) Biochemistry Laboratory
 Electives (8)

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I

CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

*Required courses in Nutrition: 3 - 4 hrs**

FN 227 (3) Nutrition or Ans. 230/250 (4)
 (CRC-NCSU) Animal Nutrition

Recommended Course: 3 hrs

PSY 334 (3) Animal Behavior

Clinical Experience and Application recommendations: Students should have a minimum of 400 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring or summer of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year. This would include all courses listed above except Comparative Vertebrate Anatomy. Applicants should have a minimum, overall GPA of 3.50 and a GRE score of 1800 to have a reasonable chance of acceptance. Veterinary schools have high standards and the competition is intense.

*The NCSU Veterinary College requires that applicants take an Animal Nutrition course rather than human nutrition.

G. B.S. in Biology with a concentration in Biological Diversity: 74 hrs

Required courses in Biology: 40 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological System
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 334 (3) and 344 (1) Microbiology
 BIO 352 (3) Symbiology
 BIO 358 (2) Aquatic Field Studies
 BIO 359 (2) Terrestrial Field Studies
 BIO 499 (6) Senior Research

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 436 (3) and 446 (1) Biochemistry

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Recommended courses:

BIO 325 (4) Environmental Science
 BIO 234 (3) and 244 (1) Principles of Ecology

H. B.A. in Biology with a concentration in Biological Diversity: 51 hrs

Required courses in Biology: 36 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 352 (3) Symbiology
 BIO 358 (2) Aquatic Field Studies
 BIO 359 (2) Terrestrial Field Studies
 BIO 499 (6) Senior Research

Required courses in Chemistry: 12 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I

Required courses in Mathematics: 3 hrs

MAT 245 (3) Statistics I

Recommended courses:

BIO 234 (3) and 244 (1) Principles of Ecology
 BIO 325 (4) Environmental Science
 BIO 334 (3) and 344 (1) Microbiology

I. B. S. in Biology with a concentration in Environmental Science: 73 hrs

Required courses in Biology: 38 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 234 (3) and 244 (1) Principles of Ecology
 BIO 325 (4) Environmental Science

BIO 334 (3) and 344 (1) Microbiology
 BIO 358 (2) Aquatic Field Studies
 BIO 359 (2) Terrestrial Field Studies
 BIO 499 (6) Senior Research

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 Either CHE 222 (3) and 242 (1) Organic Chemistry II or CHE 350 (4) Quantitative Analytical Chemistry

GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

II. Licensure Programs

A. B.S. in Biology with Middle School Licensure

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology
 BIO 499 (3) Senior Research
 Total hours in biology (38)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II or 436 (3) and 446 (1) Biochemistry
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

B. B.A. in Biology with Middle School Licensure

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 499 (3) Senior Research
 Total hrs in Biology (32)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 100 (3) Principles of Physical Science

Required courses in Mathematics: 3 hrs

MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

C. B. S. in Biology with 9-12 Licensure

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology
 BIO 499 (3) Senior Research

* Students who choose BIO 321 may not choose 322 and 342.

** BIO 436 and 446 is the same course as CHE 436 and 446.

Total hours in biology (38)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
CHE 112 (3) and 142 (1) General Chemistry II
CHE 221 (3) and 241 (1) Organic Chemistry I
CHE 222 (3) and 242 (1) Organic Chemistry II
or 436 (3) and 446 (1) Biochemistry
GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

D. B.A. in Biology with 9-12 Licensure

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
BIO 102 (3) and 142 (1) General Biology II
BIO 211 (3) and 241 (1) Plant Biology
BIO 222 (2) and 242 (2) Invertebrate Zoology
BIO 254 (3) Evolution of Biological Systems
BIO 499 (3) Senior Research
Total hrs in Biology (32)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
CHE 112 (3) and 142 (1) General Chemistry II
CHE 221 (3) and 241 (1) Organic Chemistry I
GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 100 (3) Principles of Physical Science

Required courses in Mathematics: 3 hrs

MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by

the education department for the secondary teacher education program.

— Requirements for a Minor

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— For Biology courses, see page 136 – 139.

— For Science courses, see page 202.

THE SCHOOL OF BUSINESS

Irving H. Wainwright Professor of Business Adkins, Dean., Professors, Oatsvall, Wakeman and Wessels; Associate Professors Ammann, Bledsoe, Burpitt, Chappell, Ligon, Pencek; Assistant Professors Lippard, Shuey, York; Adjuncts Almasy, Czarnecki, Eubanks, Hoyle, Gould, Johnston, Kirchner, Natarajan, Ray, Steele, Tokas, and Zalewski.

THE SCHOOL OF BUSINESS OFFERS A B.S. DEGREE WITH a major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in business administration with concentrations in economics, management, marketing, human resource management, and finance; a B.A. degree with a major in economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

The B.S. degree with a major in business administration with a concentration in management is available during the evenings through Undergraduate Degree Programs for Women Age 23+.

Mission Statement

The School of Business is committed to integrating professional and technical instruction with a quality liberal education. The school provides women the opportunity to obtain the knowledge and skills needed to perform successfully as business and community leaders.

School goals include development of: critical thinking skills through analysis, reflection and integration of concepts; ethical decision-making with the study of business; written communication skills; oral communications and presentation skills; and, research skills.

— *Objectives of the Accounting Concentration*

- To provide an overview of financial and managerial accounting to enable students to understand and utilize financial statements.
- To offer accounting majors courses which include topics covered on the CPA exam.
- To integrate technology into the accounting curriculum by requiring students to use computer software currently used in the accounting profession
- To prepare students to use various methods of tax research including both computerized and other resources.

— *Objectives of the Economics Concentration*

- To provide, as an integral part of the social science component of the liberal arts curriculum, an opportunity to become familiar with economic science.
- To provide a theoretical foundation for business decision making.
- To provide students with a general knowledge of economic problems and the framework for analyzing these problems.
- To provide courses that cover a wide variety of economic topics and the analytical tools needed to understand and solve economic problems as students prepare for careers or for further study in graduate school.

— *Objectives of the Finance Concentration*

- To provide students with the opportunity to learn principles of corporate and personal financial management.
- To integrate technology into the finance curriculum by using computers.
- To provide a theoretical foundation for business decision making.
- To develop and practice research skills through the use of case studies, group projects, and/or term projects.
- To provide additional study in either managerial or financial accounting to strengthen skills in the analysis and interpretation of financial data.

— *Objectives of the Human Resource Management Concentration*

- To provide students with an understanding of the role of Human Resource Management in the development of business and organizational strategies.
- To expose students in the Human Resource Management concentration to the major functions of HRM: recruiting, selection, training, labor relations and compensation.
- To provide students in the Human Resource

Management concentration opportunities to learn and use research tools.

- To integrate current technology into the Human Resource Management concentration where appropriate.
- To provide students valuable HRM work experience through required internships.

— *Objectives of the International Business Concentration*

- To provide international business students with a broad-based understanding of the economic, political, cultural, and ethical environments within which international business occurs.
- To provide a thorough comprehension of the functional business areas involved in international business.
- To develop an understanding of the importance of linguistics skills for the international business woman and to enable students to become proficient in a spoken language.
- To integrate technology into the international business curriculum where appropriate.
- To develop and practice presentation skills through the use of case studies, group projects and/or term projects.

— *Objectives of the Management Concentration*

- To encourage the development of a personal management philosophy and attitudes that would enable students to enter and progress successfully through a variety of business career tracts.
- To expose students to the different schools of management thought and to provide opportunities to apply theoretical concepts.
- To provide opportunities to apply case analysis techniques through written and presentation applications.
- To offer students information covering the history of management, the principles and functions of management which apply to a variety of organizational settings
- To integrate technology into the management curriculum where appropriate.
- To provide students in the management concentration opportunities to develop and practice research skills.

— *Objectives of the Marketing Concentration*

- To provide marketing students with an understanding of the role of marketing in the development of business and organizational strategies.
- To provide a thorough understanding of the principles of marketing including the areas of pricing, distribution, promotion and product policy.

- To provide students in the marketing curriculum with the opportunity to construct, present, and implement a quality marketing plan for any product or service.
- To integrate technology into the marketing curriculum where appropriate.
- To expose marketing students to marketing research tools and to develop a framework for investigating and analyzing marketing problems.

— Requirements for a B.S. Degree with a Major in Accounting

Candidates for the Bachelor of Science degree in accounting must take 37 (or 38) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 330, 331, 333, 336, BUS 120 (or equivalency test), 240, 260, 370, ECO 100, 101, MAT 245 (or equivalent) and CIS 131

Electives include: ACC 332, 337, 436, 437, 438, BUS 340 (or 440), 345, 372, and CSC 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

— Requirements for a B.S. Degree with a Major in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 25-26 hours in a prescribed core and additional hours in their chosen concentration.

The core consists of the following courses: ACC 230, 231, BUS 120 (or equivalency test), 240, 260, 370, ECO 100, 101, MAT 245 (or equivalent) and CIS 131.

Concentrations

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions, non-profit organizations, or government agencies. In addition to ECO 100 and 101 included in the core, students who elect this concentration must take ECO 300, 301, BUS 495 and 15 additional hours chosen from approved economics and business courses numbered 300 or above, or related courses approved by the Dean of the

School of Business

The *Finance Concentration* permits students to focus on those courses which will develop and strengthen their skills in the areas of finance and to position them for entry-level positions in banking, stock brokerage firms, and mortgage companies. In addition to the core courses, students who elect this concentration must take MAT 211, ACC 332 or 330, 336, ECO 355, BUS 472, 474, 495 and 9 elective hours selected from ACC 331, 333, BUS 340, 466, ECO 301, and CIS 312 or related courses approved by the Dean of the School of Business.

The *Human Resource Management Concentration* provides an opportunity for students to focus on those courses which will strengthen their skills in various areas of human resource management. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 350, 352, 452, 481, 495 and 6 additional hours chosen from BUS 340, 348, 456, ECO 335, 364, SOC 335, PSY 422, CSC 312 or related courses approved by the Dean of the School of Business.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 495 and 18 additional hours from accounting, business and economics courses numbered 300 and above, CSC 312 or related courses approved by the Dean of the School of Business.

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 365, 468, 495 and 12 additional hours selected from BUS 340, 345, 348, 361, 369, 466, 467, 468, 472, 480, ECO 301, CSC 312 or related courses approved by the Dean of the School of Business.

— Requirements for a B.S. Degree with a Major in International Business

Candidates for the Bachelor of Science degree in International Business must take 31-32 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332, BUS 120 (or equivalency test), 240, 260, 370, 495, ECO 100, 101, MAT 245 (or equivalent) and CIS 131. The elective 21 hours must be as follows: BUS 310,

369, ECO 334, REL 248, ECO 322 or GEO 368, POL 210 or 204 and one course in contemporary area studies e.g., HIS 224 or 308 (or others as approved). The language minor must be a spoken language.

Minors

The school also offers minors of 21 hours each in accounting, actuarial economics, business administration, economics, finance, management, marketing, and human resource management; these minors are available to complement majors in other departments only. At least 12 of the 21 hours must be taken at Meredith. Courses within the minors may not be taken for pass-fail grading.

The *Accounting Minor* includes a core of ACC 230, 231, 330, 331 and any three electives chosen from ACC 332, 333, 336, 337, 436, 437, 438, 472 and BUS 340 or 440.

The *Actuarial Economics Minor* includes ACC 230, 231, BUS 370, 474, ECO 100, 101, 301.

The *Business Administration Minor* includes a core of ACC 230, BUS 240, ECO 100, 101 and any three electives chosen from ACC 231, BUS 260, 310, 340, 344, 348, 370, ECO 300 and 301.

The *Economics Minor* includes a core of ECO 100, 101, 300, 301 and any three electives chosen from ECO 324, 334, 335, 356, 364, BUS 345, 361, 370, 435, 472 and 474.

The *Finance Minor* includes a core of ACC 230, 231, BUS 370, 472, 474 and ECO 101 and one elective chosen from ACC 330, 331, 332, 333, BUS 345, 474, ECO 100, 301, 355 and 356.

The *Management Minor* includes a core of ACC 230, BUS 240, 260, 348, 350, ECO 101 and one elective chosen from ACC 231, BUS 310, 344, 369, 466, 468, ECO 100, and 364.

The *Marketing Minor* includes a core of ACC 230, BUS 240, 260, 365, 468, ECO 101 and one elective chosen from ACC 231, BUS 340, 344, 361, 369, 466, 467, ECO 100 and 301.

The *Human Resource Minor* includes a core of ACC 230, BUS 240, 350, 352, 452, ECO 101 and one elective chosen from BUS 348, 456 and 481.

— Requirements for B.A. Degree with a Major in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 100, 101, 300, 301, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

—Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the school office or from the graduate school office.

A special five-year program is available for those majoring in accounting. A qualified student may begin taking graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

— Licensure

The school offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the dean of the School of Business.

— For Accounting courses, see pages 130–131.

— For Business courses, see pages 140–143

— For Economic courses, see pages 158–159.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the school dean and arrange for it through the special studies options listed on page 129.

CAPSTONE PROGRAM

Professor Hornak, Director.

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad connections among content areas, and values in action. All capstone courses share common goals and characteristics, varying only in their themes. At the end of a capstone course, students will be able to:

- value the complexity of knowledge by seeking connections among varied perspectives:
- apply and reflect on their critical thinking and communication skills:

- appreciate the benefit and responsibilities of working in groups:
- relate personal actions to responsible citizenship in the larger world.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome.

Prerequisites: Minimum 75 credit hours completed. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

— *For Capstone courses, see pages 143–144.*

CAREER STUDIES

Career Center. Director Folger; Assistant Directors Sumner and McNeill.

THE PURPOSE OF CAREER STUDIES AT MEREDITH College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply classroom learnings in real job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

— *For Cooperative Education courses, see pages 150–151.*

— *For Career Planning Seminar Courses, see page 153.*

CHEMISTRY, PHYSICS AND GEOSCIENCES

Professor Shiflett, Head; Associate Professor Lewis; Assistant Professors Hazard and Powell; Adjuncts Holzknecht and Richter.

THE PURPOSE OF THE DEPARTMENT OF CHEMISTRY, Physics, and Geosciences is to provide courses and programs of academic excellence in chemistry, the physical sciences, and the geosciences that will

1. enable majors and minors to attain their educational and career goals.
2. prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- develop a knowledge of scientific discovery and process.
- improve their ability to reason and critically analyze evidence and support for information.
- become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).

In addition, chemistry majors will

- acquire a knowledge of inorganic, organic, analytical, and physical chemistry.
- develop the skills and knowledge necessary to work competently and safely in a chemistry laboratory.
- be able to employ current research tools and strategies.
- acquire the knowledge and skills necessary to pursue careers in chemistry, teaching, or graduate or professional studies.
- understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, and earth science to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships or the cooperative education program.

— **Requirements for a Major**

CORE CURRICULUM

1. CHE 111, 112, 221, 222, 350,
(with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 7 additional hours in chemistry courses numbered 200 or above and including CHE 490
3. 6 elective hours from the following:
biology (200 level or above)
chemistry (200 level or above)
mathematics (200 level or above)
physics (200 level or above)

BACHELOR OF SCIENCE

1. Core Curriculum
2. 18 additional hours in chemistry courses numbered 200 or above and including the physical chemistry sequence (CHE 420, 430, 441 and 442)
3. MAT 212 and MAT 220 or MAT 354
4. 1 hour selected from CHE 490, 498, 499, CHE 930, or cooperative education. All students are required to give an oral presentation.
5. BIO 101 or CSC 201 or, if not taken to satisfy the mathematics requirement, either MAT 220 or MAT 354.

— **Requirements for Minors**

Chemistry: Twenty hours of chemistry, including CHE 111, 141, 112, 142, and 12 hours selected from CHE 221/241, CHE 222/242 or CHE 436/446, CHE 350, CHE 420/441, or CHE 430/442, or CHE 474.

Chemical Physics: Nineteen hours of chemistry and physics, including CHE 111, 141, 112, 142, PHY 211, 241, 212, 242, and either CHE 420 or CHE 430.

Geography: Eighteen hours of geography including GEO 200, 240, 205, 336, and a minimum of 8 hours of geography at the 200 level or above (at least 3 of these hours must be at the 300 level). All elective hours must be approved by the department head.

— **For Chemistry courses, see pages 147–149.**

— **For Geography courses, see page 170.**

— **For Physics courses, see page 195.**

Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 129.

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

EDUCATION

Associate Professor Heathcoat, **Head**; Professors Johnson, Kratzer and Weir; Associate Professors Gleason, and Parker; Assistant Professors Delaney, Graden, McKinney, and Willoughby; Adjuncts Clary, Collier, Dorsey, Joyner, Kocur, Midgett, Swart, and Torgerson; Administrative Faculty Lee.

— **Goals**

The courses offered in the professional education curriculum are designed to foster in the student

Courses in the Education Department are designed to provide the developing teacher, aspiring social worker, or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. The courses and fieldwork prepare students to be teachers who:

- *Transform Content Knowledge* by building on and integrating knowledge and skills learned in the liberal arts and in the majors with professional knowledge, skills, and dispositions of professional educators.

- *Provide Leadership* by participating in and forging community-school partnerships, collaborating with colleagues, and structuring schools/classrooms as communities of learners.

- *Practice Culturally Relevant Teaching* by maintaining high expectations for all students, adapting instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment.

- *Practice Teaching Strategies that are Personal and Focused on Individuals* by understanding student develop-

ment and learning; adapting instructional strategies to address individual differences and learning preferences; and construct caring contexts that support student exploration and learning.

- *Engage in Reflective Teaching* by continuously assessing themselves as educators; by adjusting teaching based on reflection; and by participating in continuing staff development and professional organizations.

- *Conduct Continuous Assessment* by implementing informal and formal assessments, maintaining sound records of student development; interpreting assessments appropriately based on current knowledge about bias and about the limits of forms of assessment; communicating with students and families; and using this information to plan for teaching.

Toward this end, in courses and in fieldwork, students can expect to: actively *observe, describe, reflect, analyze, connect, communicate, and act* — with increasing competence as a teacher.

—Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education degree leads to a N.C. graduate license in elementary education, English as a Second Language, or reading.

—Education Programs

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in birth through kindergarten (B-K); elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, physical education, and occupational education: business education (grades 9-12) and family and consumer sciences education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

- I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.

- A. Students who plan to teach

1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.

- a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith. A second concentration also is required.

- b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.

2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

Note: An applicant's overall grade point average must be 2.50 or above for admission to the program.

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Vice President for Academic Affairs by letter.
- B. Students who plan to become school social workers
 1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
 2. The registrar will send a copy of the Declaration of Major form to the Department of Education which will send the student a packet of materials for admission to teacher education and notify her adviser.
 3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Vice President for Academic Affairs by letter.
- II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)
 - A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.
 - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the head of the Department of Education.

III. **A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.**

- IV. Before a student enrolls in a middle or secondary methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Education Department Office (207 Ledford).

—Requirements for All Licenses

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

Prior to student teaching, all students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional courses taken in the Education Department must be taken for a grade unless specifically designated as Pass/Fail. Preadolescent/Adolescent Behavior (EDU466) and/or Secondary School (EDU467) may be taken Pass/Fail with permission of the instructor. *PRAXIS (formerly NTE exams) Requirements for All Programs:*

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Pre-professional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and *are subject to change.*

During or following the semester of student teaching, students are required to take the appropriate specialty area tests. The minimum score requirements are established by the State Board of Education and are subject to change.

All required examinations may be taken more than once. Minimum score requirements information is available from the Department of Education.

—Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

An overall grade point average of 2.5 or above by the end of the term prior to student teaching;

- A. A grade point average of at least 2.5 in the content area by the end of the semester prior to student teaching. "Content area" is defined as

the content area courses listed in the Meredith Catalogue. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licensure programs except K-6;

- B. Observation and participation in the public schools;
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness;
- D. Satisfactory completion of all required methods courses;
- E. The required physical exam for public school teachers; and
- F. Filing of an application for student teaching placement with the Department of Education. Student teaching placements are made with Wake County Public Schools.

—Recommendations

1. In planning your course schedule each semester be advised that most professional studies courses, including most methods courses taught in departments other than the Education Department, require extensive school observations/field experiences outside scheduled class hours. Since most of these observations occur in a public school setting, this means that the observations will occur between the hours of 7:30 a.m. to 3:00 p.m. In identifying potential observation time in your overall schedule be sure to include travel time to and from the school site – usually at least 30 minutes each way.

2. It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester.

3. In order to be recommended for licensure, a student must complete an Advanced Technology Portfolio. This portfolio consists of ten projects which address specific technology competencies. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in professional studies classes, such as Foundations of American Education, which are taken early in a student's planned program of study. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

4. BLOCK semester can be either semester of the senior year provided all other professional education courses have been satisfactorily completed.

FOR K-6 LICENSURE ONLY:

5. It is strongly recommended that EDU 255 be taken early in a student's program.

6. EDU 340 and EDU 342 AND EDU 344 should be taken during the semester immediately preceding student teaching.

—Birth through Kindergarten (B–K) Teacher Education Program

Students who expect to obtain an initial North Carolina license to teach at the birth through kindergarten (B–K) level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Social and Behavioral Sciences(9)

PSY210 Developmental Psychology (3) or PSY 310

Child and Adolescent Psychology (3)

PSY 312 Psychology of Exceptional individuals (3)

(Prerequisite: PSY 100)

SOC 335 Race and Ethnic Relations (3)

Mathematics.....(3)*

MAT 245 Statistics I (3)* Teachers seeking BK license have a choice of two statistics courses. They may take this course and meet their general education requirement, or they may take PSY 200, which does not meet the general education requirement.

Health, PE, and Dance.....(2)

HED 200 First Aid (2)

II. Major Study Program Requirements in an Area Other than Education

III. Professional Education Requirements for Birth through Kindergarten (BK) Students

A. Professional Studies, General.....(24)

EDU 232, Foundations of Education (3)

CD 234, Preschool Child (3)

CD 334, Infant Development (3)

CD 340, young Children's Learning Environments (3)

CD 436, Administration of Programs for Young Children

CD 440, Readings in Preschool and Early Intervention (3)

PSY 422, Psychological Testing and Evaluation (3)

BK 341, Variations in Early Development (3)

B. Professional Education, Methods(21)

BK 337, Observations of Young Children (3)

- BK 342, Practicum (1)
- BK 465, Teaming, Collaboration, and Consultation (3)
- CD 336, Preschool Curriculum (4)
- CD 434, Infant Curriculum (3)
- CD 438, Supporting and Strengthening Families (3)
- BK 469, Field Experience (B–K) (1)
- BK 445, Advanced Curriculum 93)

C. Professional Education, Practicum.....6

- BK 460, Clinical Internship: Infant-Toddler(3)
- EDU 439, Observation and Directed Teaching (6)

—Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Language arts.....(9)

- English composition and grammar:
- ENG 111, Principles of Writing (3)
- English Literature —ENG 201, Major British Writers (3)
- American Literature —ENG 206, Survey of American Literature (3) (Prerequisite: ENG 201)

Social studies.....(9)

- HIS 101, The Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)
- HIS 214, American History to 1876, or HIS 314, Colonial American History (3)
- SOC 335, Race and Ethnic Relations (3)
- (Prerequisite: SOC 230 or 260 or EDU 232)

Psychology.....(6)

- PSY 210 Developmental Psychology (3) or PSY 310 Child and Adolescent Psychology
- (Prerequisite: EDU 234 or PSY 100),
- PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science.....(8)

- BIO 101, General Biology I (3)
- BIO 141, General Biology I Laboratory (1)
- GEO 200, Earth Science (3)
- GEO 240, Earth Science Laboratory (1)

Mathematics.....(6)

- MAT 130, Exploring with Mathematics, or MAT 245, Statistics I (3)

- MAT 120, Finite Mathematics, or MAT 144, Functions and Graphs, or Any calculus course (3 or 4)

Cultural arts4

- ART 244 (1), DAN 244 (1), MUS 244 (1), THE244 (1)

II. Major Study Program Requirements for Area Other than Education

III. Professional Education Requirements for Elementary Education (K-6) Students (38 sem. hrs.)

A. Professional Education, General.....6

- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)

B. Professional Education, Methods.....26

- EDU255 Literature in the Elementary School (2)
- ESS742 Healthful Living in the Elementary School (3)
- EDU300 Introduction to Language Arts (2)
- EDU441 Introduction to Audio/Visual Materials (1)
- EDU457 Science in the Elementary School (2)
- EDU458 Social Studies in the Elementary School (2)
- EDU336 Mathematics in the Elementary School (3)
- EDU342 Preservice Practicum (1)
- EDU344 Communication Skills in the Elementary School (3)

In the BLOCK semester (last semester of the Teacher Education Program):

- EDU340 Teaching in the Elementary School (3)
- EDU440 Seminar in Education (1)
- EDU445 ESL in the Elementary School (1)
- EDU744 The Arts in the Elementary School (2)

C. Professional Education, Practicum.....6

- EDU 439, Observation and Directed Teaching (6)

—Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. license to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Language arts9

- English Composition and Grammar:
- ENG 111, Principles of Writing (3)

- English Literature ENG 201, Major British Writers (3)
 American Literature ENG 206, Survey of American Literature (3)
- Social studies9**
 HIS 101, The Emergence of Western Civilization, or
 HIS 102, Modern Western Civilization (3)
 HIS 215, American History Since 1876 (3)
 SOC 335, Race and Ethnic Relations (3)
 (Prerequisite: SOC 230 or SOC 260 or EDU 232 are strongly recommended)
- Psychology3**
 PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
- Natural science8**
 BIO 101, General Biology I (3)
 BIO 141, General Biology I Laboratory (1)
 GEO 200, Earth Science (3)
 GEO 240, Earth Science Laboratory (1)
- Mathematics3**
 MAT 141, College Algebra (3), or
 MAT 144, Functions and Graphs (3), or
 MAT 211, Calculus I (4)
- Cultural arts3**
 IDS 100, Appreciation of Fine Arts (3), or
 ART 221, or 222 and MUS 214
- Health and Physical Education2**
 HED 100, Contemporary Health Issues (2)
- II. Major Study Program Requirements in an Area Other than Education
- III. Two concentrations chosen from: communication skills, mathematics, science, or social studies. (see Section V)
- IV. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)
- A. Professional Education, General9**
 Prior to the BLOCK semester (last semester of the teacher education program):
 EDU 232, Foundations of American Education (3)
 EDU 234, Educational Psychology (3)
 EDU 350, Teaching in the Middle School (3)
- B. Professional Education, Methods9-11**
 Prior to, or in, the BLOCK semester (last semester of the teacher education program):
 Methods 764 as appropriate to the required concentration (3)
 EDU 441, Introduction to Audio/Visual Materials (1)
 In the BLOCK semester (last semester of the teacher education program):
- EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)
 EDU 466, Preadolescent and Adolescent Behavior (3)
 EDU 471, Reading in the Content Areas (1-3)
- C. Professional Education, Practicum6**
 In the BLOCK semester (last semester of the teacher education program):
 EDU 439, Observation and Directed Teaching (6)
- V. Program Requirements for Middle Grades Teacher Education (6-9)
- A. Communication Skills(6-9)**
1. The general education program requirements of the College
 2. The specific requirements within the general education program
 3. Major study program in an area other than education
 4. Concentration in Communication Skills (25)
 ENG 111, Principles of Writing (3)
 ENG 201, Major British Authors (3)
 ENG 206, Survey of American Literature (3)
 ENG 175, Grammar (1)
 ENG Literature elective (3)
 ENG 358, Advanced Composition: Expository and Technical (3)
 ENG 240 Introduction to Film (3)
 EDU 471, Reading in the Content Areas (3)
 COM 225, Fundamentals of Public Speaking (3)
 5. Subject area methods
 ENG 764, The Teaching of English (2)
 ENG 765, Practicum in Teaching of English (1)
- B. Mathematics(6-9)**
1. The general education program requirements of the College
 2. The specific requirements within the general education program
 3. Major study program in an area other than education
 4. **A concentration in mathematics19-20**
 MAT 144, Functions and Graphs (3)
 MAT 211, Calculus I (4)
 MAT 220, Linear Algebra (3), or MAT 212, Calculus II (4)
 MAT 250, Mathematical Reasoning (2)
 MAT 245, Statistics I (3)
 MAT 264, Topics in Mathematics for Middle Grades (6-9) Licensure (1-2)
 MAT 334, Modern College Geometry (3)
 5. **Computer Science(3)**
 CIS modules (3), or CSC 201, Computer

Science with Java (3)

6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics

C. Science..... (6-9)

1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education
4. **A concentration in science.....19**
This may follow any concentration but must include the following:
Required courses in Biology
BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
PHY 100, Principles of Physical Science (3)
GEO 200, Earth Science (3)
GEO 240, Earth Science Lab (1)

D. Social Studies(6-9)

1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education
4. **A concentration in social studies21**
HIS 101, Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)
HIS 215, American History Since 1876 (3)
HIS 224, Introduction to Asian History (3)
HIS 520, North Carolina History (3)
ECO 100, Principles of Macroeconomics (3), or ECO 274, Consumer Economics (3)
GEO 205, World Regional Geography (3)
POL 100, American Political Systems, or POL 210, International Politics (3)
5. Subject matter methods
HIS 764, The Teaching of Social Studies
6. In addition to the above, the following courses are strongly recommended:
HIS 308, Twentieth Century Europe
GEO 368, Political Geography

**—Secondary Teacher Education
(Grades 9-12) Programs**

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation including
 - A. General education requirements to include
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
SOC 335, Race and Ethnic Relations (3)
(Students should take EDU 232 first)
 - B. The major study requirements
- II. Additional specialty study requirements for area of licensure
- III. Professional Education, General:
 - A. EDU 232, Foundations of American Education (3)
 - B. EDU 234, Educational Psychology (3)
 - C. METHODS 764 (3)
 - D. The BLOCK Courses
EDU 438, Field Experiences: Middle Grades and Secondary (1)
EDU 439, Observation and Directed Teaching (9-12) (6)
EDU 441, Introduction to Audio/Visual Materials (1) [can be taken prior to BLOCK upon approval of faculty adviser]
EDU 466, Preadolescent and Adolescent Behavior (3)
EDU 467, The Secondary School (3)
EDU 471, Reading in the Content Areas (1-3)
- IV. Program Requirements for Secondary Teacher Education (9-12)
 - A. Biology Licensure**
 - B. A. in Biology with 9-12 Licensure30**
This may follow any concentration but must include the following:
Required courses in Biology
BIO 101 (3) and 141 (1) General Biology I
BIO 102 (3) and 142 (1) General Biology II
BIO 211 (3) and 241 (1) Plant Biology
BIO 222 (2) and 242 (2) Invertebrate Zoology
BIO 254 (3) Evolution of Biological Systems
BIO 499 (3) Senior Research
Total hours in biology (32)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
CHE 112 (3) and 142 (1) General Chemistry II
CHE 221 (3) and 241 (1) Organic Chemistry I
GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 100 (3) Principles of Physical Science

Required courses in Mathematics: 6 hrs

MAT 144 (3) Functions and Graphs
MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

B. S. in Biology with 9-12 Licensure.....36

This may follow any concentration but must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
BIO 102 (3) and 142 (1) General Biology II
BIO 211 (3) and 241 (1) Plant Biology
BIO 222 (2) and 242 (2) Invertebrate Zoology
BIO 254 (3) Evolution of Biological Systems
BIO 352 (3) Symbiology
BIO 499 (3) Senior Research
Total hours in biology (38)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
CHE 112 (3) and 142 (1) General Chemistry II
CHE 221 (3) and 241 (1) Organic Chemistry I
CHE 222 (3) and 242 (1) Organic Chemistry II
or 436 (3) and 446 (1) Biochemistry
GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Functions and Graphs
MAT 211 (4) Calculus I
MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

B. Chemistry Licensure

Bachelor of Science, Chemistry.....36

CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab (1)
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
CHE 350, Quantitative Analytical Chemistry (4)
CHE 499, Research (1)
CHE 420, Chemical Thermodynamics and Kinetics (3)
CHE 430, Atomic and Molecular Structure (3)
CHE 490, Chemistry Seminar (1)
CHE Electives (8)

Mathematics.....14

MAT 211, Calculus I (4)
MAT 212, Calculus II (4)
MAT 220, Linear Algebra (3)
MAT 354, Differential Equations (3)

Physics.....8

PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab (1)

Biology.....3

BIO 101, General Biology I (3)

Bachelor of Arts, Chemistry.....30

CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
CHE 350, Quantitative Analytical Chemistry (4)
CHE 490, Seminar (1)
Chemistry Electives (12)

6 additional hours in chemistry numbered
200 or above

6 additional hours from the following:
mathematics (200 level or above)
biology (200 level or above)

chemistry (200 level or above)

physics (200 level or above)

Mathematics.....4

MAT 211, Calculus I (4)

Physics.....8

PHY 211, General Physics I (3)

PHY 241, General Physics I Lab (1)

PHY 212, General Physics II (3)

PHY 242, General Physics II Lab (1)

C. English Licensure.....44

ENG 111, Principles of Writing (3)

ENG 175, Grammar (1)

ENG 201, Major British Authors (3)

ENG 202, Development of English Literature (3)

ENG 206, Survey of American Literature (3)

ENG 240, Introduction to Film (3)

ENG 270, Introduction to Literary Research (3)

ENG 330, African-American Writers (3)

ENG 351, Old English (3)

ENG 358, Advanced Composition (3)

ENG 499 or 498 Thesis (1)

ENG 764, The Teaching of English (2)

ENG 765, Practicum in Teaching of English (1)

One course in world literature which is not American or British

In addition, prospective teachers must take:

One seminar (ENG 357, 359, or 498)

One course in Shakespeare (ENG 355 or 356)

One course in 18th or 19th century (ENG 340, 365, 367, or 368)

One course in 20th century (ENG 335, 345, 350, 364, 370 or 371.)

Prospective teachers are strongly urged to take one course in communication or theatre.

D. Mathematics Licensure**Mathematics**.....34

MAT 144, Functions and Graphs (3)

MAT 211, Calculus I (4)

MAT 212, Calculus II (4)

MAT 220, Linear Algebra (3)

MAT 245, Statistics I (3)

MAT 250, An Introduction to Mathematical Reasoning (2)

MAT 313, Calculus III (3)

MAT 321, Modern Abstract Algebra (3)

MAT 334, Modern College Geometry (3)

MAT 340, Mathematical Probability and Statistics (3)

From the following courses, prospective teachers must take 3 hours:

CIS modules (3)

CSC 201, Computer Science I with Java (3)

E. Social Studies Licensure**History Knowledge**.....21

HIS 101, Emergence of Western Civilization, (3)

HIS 102, Modern Western Civilization (3)

HIS 214, American History to 1876, (3)

HIS 215, American History Since 1876 (3)

6 hours of Non-Western History, these may be chosen from the following listings:

HIS 200, Introduction to Latin America

HIS 224, Introduction to Asian History

HIS 310, Modern China

HIS 325, Asian Civilizations

or from Special Studies courses that may be offered in the history of Africa and the Middle East and other non-western areas

In addition the student is to select a course in the history of twentieth century from the following list:

HIS 308, Twentieth Century Europe (3)

POL 309, The Politics of the Vietnam War (3)

HIS 319, Contemporary American History Since 1945 (3)

HIS 330, U.S. and World History (3)

Social Science Knowledge.....21**Required Courses**.....9

ECO 101, Microeconomic Principles (3)

POL 100, American Political System (3)

GEOGRAPHY: *The student is to select one of the following:*

GEO 205, World Regional Geography (3)

GEO 326, Environmental Resources (3)

GEO 322, Economic Geography (3)

GEO 368, Political Geography (3)

Recommended Courses:*The student is to choose 12 hours from the following list or from the geography courses listed above:*

ECO 100, Macroeconomic Principles (3)

POL 300, Law and Society (3)

POL 301, The Constitution and the Rights of Americans

POL 340, State and Local Political Systems (3)

SOC 230, Principles of Sociology (3)

SOC 335, Race and Ethnic Relations (3)

Or electives from anthropology, economics, human geography, politics, or sociology.

—Occupational Teacher Education Programs

Students who expect to obtain an initial N.C. license to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation, including:
 - A. General education requirements to include
 - PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
 - SOC 335, Race and Ethnic Relations (3)
 - B. The major study requirements
- II. Minimum semester hours in the occupational education certification subject areas:
 - A. Business and Office courses,
semester hours39
 - B. Family and Consumer Sciences courses,
semester hours48
- III. Minimum semester hours in professional education and related courses:
 - A. EDU 232, Foundations of American Education (3)
 - B. EDU 234, Educational Psychology (3)
 - C. METHODS 764 (3)
 - D. The BLOCK Courses
 - EDU 438, Field Experiences:
Middle Grades and Secondary (1)
 - EDU 439, Observation and Directed Teaching
(9-12) (6)
 - EDU 441, Introduction to Audio/Visual Materials
(1) [can be taken prior to BLOCK upon approval
of faculty adviser]
 - EDU 466, Preadolescent and Adolescent
Behavior (3)
 - EDU 467, The Secondary School (3)
 - EDU 471, Reading in the Content Areas (1-3)
- IV. Courses in Business Education
 - A. Business and Office Education
 1. Basic Business Licensure57
*These courses include a prescribed core of 24
hours, a concentration in management of 24
hours, and additional courses to meet the compe-
tencies for licensure.*
 - Core
 - ECO 100, Principles of Macroeconomics (3)
 - ECO 101, Principles of Microeconomics (3)
 - ACC 230, Accounting Principles I (3)
 - ACC 231, Accounting Principles II (3)
 - BUS 240, Management Principles (3)
 - BUS 260, Marketing Principles (3)
 - BUS 370, Corporate Finance (3)
 - MAT 245, Statistics I (or equivalent) (3)

ACC 332, Managerial Accounting (3)

BUS 495, Business Policy (3)

BUS 344, Business Communication (3)

BUS 340, Business Law (3)

BUS 480, Business Internship (3)

Approved electives, selected from BUS 110, 348,
350, 466, 468, 474, 494 and ECO 300, 301,
364, 355 (9)

Requirements not counted in major

Keyboard proficiency

ECO 274, Consumer Economics (3)

CIS modules (3), or CSC 201 Computer

Science I with Java (3)

B. Family and Consumer Sciences Education

1. General education program requirements to include:
 - PSY 312, Psychology of Exceptional
Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
 - 3 hours of computer modules (CIS series)
 - SOC 335, Race and Ethnic Relations (3)
 2. A major study program in Family and
Consumer Sciences and
Child Development9
 - CD 234, Preschool Child (3)
 - CD 335, Marriage and Family Relationships (3)
 - CD 436, Administration of Programs for
Young Children (3)
 - Clothing and Fashion Merchandising**6
 - CFM 115, Beginning Clothing Construction
(3)
 - CFM 418, Textiles (3)
 - Foods and Nutrition**12
 - FN 124, Principles of Food (3)
 - FN 326, Meal Management (2)
 - FN 227, Nutrition (3)
 - FN 327, Institutional Foods (3)
 - FN 328, Food Service Equipment (1)
 - Interior Design and Housing**6
 - ID 245, Housing (3)
 - ART 144, Interior Design I (3)
 - Consumer Resource Management**6
 - FCS 355, Family Resource Management (3)
 - FCS/ECO 274, Consumer Economics (3)
 - FCS 765, Methods of Teaching Family and
Consumer Sciences
 - HED 100 Contemporary Health Issues
 - FCS 490, Professional Symposium (1)
 - Additional Hours (6)
- Students must select 3 hours of additional
electives from

CD 438, Supporting and Strengthening Families
CFM 316, Tailoring
CFM 417, Apparel Design
ID 246, Interior Design Materials

3. Additional Professional Education

EDU 350, Teaching in The Middle School.

—**School Social Worker Program**

Students may wish to earn the N.C. school social worker license. Program requirements for school social work personnel follow:

1. General education program requirements to include:

PSY 312, Psychology of Exceptional Individuals (3)

(Prerequisites: EDU 234 or PSY 100)

SOC 335, Race and Ethnic Relations (3)

2. Specific requirements for Social Work major

Specified Liberal Arts Courses12

(May also count toward general education requirements)

BIO 101, General Biology I (3)

SOC 230, Principles of Sociology (3)

PSY 100, General Psychology (3)

POL 100, American Political System (3)

Social Work Courses.....37

SWK 241, Social Work as a Profession (3)

SWK 302, Social Policy Analysis (3)

SWK 304, Generalist Practice with
Individuals (3)

SWK 305, Generalist Practice with Families (3)

SWK 307, Human Behavior for Social Work
Practice: Infancy Through Childhood (3)

SWK 308, Human Behavior for Social Work
Practice: Adolescence Through Aging (3)

SWK 309, Research Principles and Statistics for
Social Work Practice (3)

SWK 311, Preparation for Social Work Field
Placement (1)

SWK 401, Social Work Practice with
Organizations and Communities (3)

SWK 402, Social Work Field Experience
(In Public School Setting) (12)

SWK 403, Field Instruction Seminar (3)

3. Professional Education.....9

EDU 232, Foundations of American
Education (3)

EDU 234, Educational Psychology (3)

SWK 405, School Social Work (3)

—**Special Subject Area Teacher Education (Grades K-12) Programs**

I. Art (K-12)

A. General education program requirements

Humanities and Fine Arts22-27

English Composition (3-6)

Foreign Language (6)

Literature (6)

A three-hour course in major British authors, and

A three-hour course in English, American, or world
literature, or

Any literature course in a foreign language

Religion (6)

A three-hour introduction to biblical literature and
history and one advanced three-hour course in
religion

Fine Arts (1-3)

Chosen from one or more of the following categories: dance (theory or history), music, philosophy,
speech, theatre

Social and Behavioral Sciences.....12

HIS 101, The Emergence of Western

Civilization (3), or

HIS 102, Modern Western Civilization

PSY 210, Developmental Psychology, or

PSY 310, Child and Adolescent Development (3)

PSY 312, The Psychology of Exceptional
Individuals (3)

SOC 335, Race and Ethnic Relations (3)

Mathematics and Natural Sciences13

One laboratory course chosen from biology,
chemistry, earth science, or physics (4)

One course in mathematics (3)

Electives (6)

Must include at least two of the following categories: biology, chemistry, physical geography,
physics, or mathematics or CSC 201.

Health and Physical Education.....4-5

Must include four activity courses, or

Three activity courses and a two-hour course in
health or first aid

B. The Art Core Curriculum20

ART 100, Theory and Practice of Visual Arts (2)

ART 101, Drawing I (3)

ART 105, 2-D Design (3)

ART 206, Color Theory (3)

ART 221, Art History Survey I (3)

ART 222, Art History Survey II (3)

ART 494, Senior Project (1)

C. Other Required Art Courses27

ART 201, Drawing II (3)
 ART 207, Three-Dimensional (3)
 ART 210, Beginning Painting (3)
 ART 160, Ceramics (3)
 ART 365, Sculpture (3)
 ART 270, Fibers or ART 275 Metals (3)
 ART 324, Topics in Modern Art History (3)
 ART 350 or ART 351, Printmaking (3)
 Art History elective (3)

D. Professional Education Courses.....23

ART 734, Theory and Methods of Teaching Art
 Pre-K-5 (3)
 ART 735, Theory and Methods of Teaching
 Art 6-8 (3)
 ART 736, Theory and Methods of Teaching
 Art 9-12 (3)
 EDU 232, Foundations of American Education (3)
 EDU 234, Educational Psychology (3)
 EDU 441, Introduction to Audio/Visual
 Materials (1)
 EDU 439, Observation and Directed Teaching (6)
 EDU 471, Reading in the Content Areas (1)

II. Dance (K-12)

A. All College requirements for graduation.

1. General Education requirements to include:

PSY 210 or 310, Developmental
 Psychology (3)
 PSY 312, Psychology of Exceptional
 Individuals (3)
 SOC 335, Race and Ethnic Relations (3)

2. Major study requirements

B. Dance License Requirements (K-12)

Core Courses33

DAN 150, Perspectives in Dance (1)
 DAN 159, Movement Improvisation (2)
 DAN 250, Movement Fundamentals (2)
 DAN 255, Movement Fundamentals Lab (1)
 DAN 200, Dance Appreciation (3)
 DAN 256, Composition I, (3)
 DAN 359, Dance History (3)

Dance Technique: ..Total of 10 hours to include

DAN 152, Folk and Square (1)
 DAN 253/353, Modern II, III and/or IV (4)
 DAN 251/351, Ballet II, III and/or IV (2)
 DAN 254/354, Jazz II, III and/or IV (1)
 Dance Electives Level II, III or IV (2)
 BIO 322/342, Human Anatomy and
 Physiology (4)
 HED 282, Prevention and Care of Movement
 Injuries (1)
 ESS 482, Kinesiology (3)

Licensure Concentration Required Courses

DAN 355, Creative Arts Touring Company (2)
 DAN 357, Creative Arts Touring
 Company/Assistantship (1)
 DAN 356, Composition II (3)
 THE 246, Lighting and Sound (3)
 DAN 257, Music for Dance (2)
 DAN 352, Dance Repertory (2)
 CIS Modules (3)

Professional Education.....24

EDU 232, Foundations of American
 Education (3)
 EDU 234, Education Psychology (3)
 DAN 761, Theory/Methods of Teaching
 Dance, K-6 (3)
 DAN 762, Theory/Methods of Teaching
 Dance, 7-12 (3)
 DAN 763, Reflective Teaching (3)
 EDU 438, Field Experience (1)
 EDU 441, Introduction to Audio/Visual
 Materials (1)
 EDU 471, Reading in the Content Area (1)
 EDU 439, Observation and Directed
 Teaching (6)

III. Music (K-12)

A. All college requirements for graduation.

B. Program Requirements for Music Education (K-12)

Also fulfills General Education requirements

Liberal Arts and Sciences.....42

English Composition (3)
 Major British Writers (3)
 Foreign Language (6)
 (Students will be placed at the appropriate level by
 the Department of Foreign Languages)
 Religion (6)
 A three-hour introduction to biblical literature
 and history and one advanced three-hour course in
 religion
 History of Western Civilization, 101 or 102 (3)
 Race and Ethnic Relations, Sociology 335 (3)
 Psychology of the Exceptional Individual (3)
 Mathematics (3)
 Lab Science (select from Biology, Chemistry, Earth
 Science, Physics) (4)
 Health and Physical Education (select four activity
 courses or two activity courses and one two-hour
 course in health or first aid) (4)
 Electives in Liberal Arts and Sciences (4)
Music and Professional Education83
 Theory 100, 101, 202, 203 (12)
 Ear Training 150, 151, 252, 253 (4)

Keyboard 140, 141, 242, 243 (4)
 Music Literature 215 (2)
 Music History 310, 311, 312, 313 (8)
 Winds and Percussions 070 (4)
 String Instruments 060 (2)
 Guitar Lab 068 (1)
 Instrumentation 304 (1)
 Choral Arranging 308 (2)
 Conducting 300, 301 (4)
 Principal Applied Study (14)
 Second Applied Study(ies) (3)
 Students whose principal applied study is not
 voice should take three hours of voice as sec-
 ondary applied or elective
 Graduation Recital 491 (1)
 Keyboard Proficiency
 Materials and Methods, Elementary 720 (2)
 Materials and Methods, Middle 721 (2)
 Materials and Methods, Secondary 722 (2)
 Educational Psychology (3)
 Foundations of American Education (3)
 Student Teaching 439 (Block) (6)
 Electives in Music, Professional Education, or
 Psychology (0-2)
 Reading, Education 344 or 471 (1-3)
 EDU 441, Introduction to Audio/Visual
 Materials (1)

- C. Instrumental Emphasis can be obtained by making
 the following amendments to the above program:
 MUA 060, String Instruments (3 hours)
 MUS 306, Orchestration (2) substituted for
 MUS 308, Arranging
 MUS 302, Conducting (2) substituted for
 MUS 301, Conducting
 MUS 723, Materials and Methods -
 Instrumental (2) substituted for MUS 722

IV. Physical Education (K-12)

- A All college requirements for graduation
- General Education requirements include:
 PSY 210, Developmental Psychology (3) or
 PSY 310, Psychology of Children and
 Adolescents
 SOC 335, Race and Ethnic Relations (3)
 - Physical Education Licensure Requirements
 Core Curriculum:
 HED 100, Contemporary Health Issues (2)
 HED 200, First Aid (2)
 BIO 322, Human Anatomy and
 Physiology (3)
 BIO 342, Human Anatomy and Physiology
 Lab (1) *prerequisites: BIO 101/14,*

- General Biology I and Lab (4)**
 ESS 200, Foundations of Physical
 Education, Sport and Fitness (3)
 ESS 220, Principles of Strength Training
 and Conditioning (2)
 ESS 255 Lifespan Motor Development (3)
 ESS 300, Issues and Management of Sport
 and Physical Education (3)
 ESS 475, Motor Learning and Skill
 Performance (3)
 ESS 320, Assessment in Physical Education,
 Sport and Fitness (3)
 ESS 482, Kinesiology (3)
 ESS 485, Exercise Physiology (3)
 ESS 460, Senior Seminar (2)
 Theory and Practice of Skill Acquisition (10):
 ESS 210, Selected Sports Activities (1)
 ESS 215, outdoor Leisure Activities (1)
 ESS 365, Qualitative Analysis (1)
*Seven additional Physical Education/Dance
 Activity Electives* beyond general education
 requirements —(must be taken for a grade
 and be approved by the department head or
 program coordinator including: (7)*
 from PED 110, 125, 210, 310 or
 swimming proficiency (1)
 from PED 120, 121, 122, 126 (physical
 fitness activities) (1)
 from PED 141, 241 (badminton) (1)
 from PED 146, 246, 346, 476
 (tennis)(1)
 PED 152, folk and Square Dance (1)
 from PED 161, 162, 163, 164 (select
 two different) (2)
 * All activity courses (any courses with a
 PED/DAN prefix) taken to fulfill the
 requirements for the Exercise and Sports
 Science major must be taken for a grade.
 Teaching Physical Education (9)
 ESS 743, Teaching Physical Education
 in the Elementary School for the
 Physical Educator (3)
 ESS 745, Teaching Physical Education
 in the Middle and Secondary School (3)
 ESS 746, Teaching Physical Education
 for Individuals w/ Special Needs (K-12)
 Professional Education
 EDU 232, Foundations of American
 Education (3)
 EDU 234, Educational Psychology (3)
 EDU 438, Field Experiences (1)

- EDU 441, Introduction to Audio/visual (1)
- EDU 471, Reading in the Content Areas (1)
- EDU 439, Observation and Directed Teaching (6)

V. Theatre (K-12)

- A. All college requirements for graduation
 - 1. General Education requirements include:
 - PSY 210 or 310, Developmental Psychology (3)
 - PSY 312, Psychology of Exceptional Individuals (3)
 - SOC 335, Race and Ethnic Relations (3)
- B. Theatre Licensure Requirements (K-12)
 - THE 114, Introduction to Theatre (3)
 - COM 150, Voice & Articulation (3)
 - THE 214, Creative Dramatics (3)
 - THE 224, Basic Acting (3)
 - THE 130, Performance Practicum (1)
 - THE 137, Stage Management Practicum (1)
 - COM/THE 141, Publicity Practicum (1)
 - THE 245, Stagecraft (3)
 - THE 246, Lighting & Sound (3)
 - THE 247, Costume & Makeup (3)
 - COM 330, Video Production (3)
 - THE 316, 317, History (6)
 - THE 320, Puppetry (3)
 - THE 350, Modern Drama (3) or
 - ENG 355 or 356 Shakespeare (3)
 - THE 425, Directing (3)
 - THE 496, Seminar in Musical Theatre (3)
 - THE 490, Project: area of specialization (3)
- C. Professional Studies
 - EDU 232, Foundations of American Education (3)
 - EDU 234, Educational Psychology (3)
 - EDU 467, The Secondary School (3)
 - EDU 471, Reading in the Content Area (1)
 - EDU 441, Introduction to Audio-Visual Materials (1)
 - EDU 255, Literature in Elementary School (2)
 - THE 735, Methods of Teaching Theatre K-12 (3)
 - EDU 438, Field Experiences: Middle and Secondary (1)
 - EDU 439, Observation and Directed Teaching (6)

VI. French, Spanish (K-12)

- A. All College requirements for graduation
 - 1. General Education requirements to include:
 - PSY 210 or 310*, Developmental Psychology (3)
 - PSY 312*, Psychology of Exceptional

- Individuals (3)
- SOC 335*, Race and Ethnic Relations (3)
- 2. Major study requirements
- B. Required Specialty Courses
 - In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours are required to receive a B.A. degree in French and/or Spanish.
 - French*
 - FRE 205, Intermediate French I, and
 - FRE 206, Intermediate French II
 - FRE 304, French Civilization
 - FRE 305, Phonetics and Phonology
 - FRE 306, Advanced Grammar, Composition and Linguistics
 - FRE 307, Advanced Conversation
 - FRE 364, Discoveries in French Literature I
 - FRE 365, Discoveries in French Literature II
 - FRE 350, Seminar (2 semesters)

The remaining six credit hours may be chosen from:

- FRE 301, Business French
- FRE 308, Francophone Literature
- FRE 309, French Women Writers
- FRE 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Spanish

- SPA 205, Intermediate Spanish I, and
 - SPA 206, Intermediate Spanish II
 - SPA 303, Civilization of Spain, or:
 - SPA 304, Spanish American Civilization
 - SPA 305, Phonetics and Phonology
 - SPA 306, Advanced Grammar, Composition and Linguistics
 - SPA 307, Advanced Conversation
 - SPA 308, Readings in Hispanic Literature
 - SPA 350, Seminar (2 semesters)
 - SPA 351, The Development of Poetry
 - SPA 352, The Development of Theater
 - SPA 353, The Development of Short Fiction
 - SPA 354, The Development of Long Narrative in Spanish Literature
 - SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)
- 900 level courses in French and Spanish can be substituted for 300 level courses. Substitutions

for required literature courses are also possible.
See department head for information and approval.

- C. Professional Education Requirements
- EDU 232, Foundations of American Education (3)
 - EDU 234, Educational Psychology (3)
 - FL 764, The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools (4)
 - EDU 438, Field Experience (1)
 - EDU 441, Introduction to Audio/Visual Materials (1)
 - EDU 466, Preadolescent, Adolescent Behavior (3)
 - EDU 467, The Secondary School (3)
 - EDU 471, Reading in Content Areas (1)
 - EDU 439, Observation and Directed Teaching (6)
 - BK 470 Clinical Internship:
 - Preschool/Kindergarten (3)

Title II Federal Report

I. PRAXIS Data — 1999-2000 Student Teachers
104 Meredith College student teachers attempted the PPST or CBT Exams with a 100% pass rate. North Carolina had 2781 attempts with a pass rate of 99.2%.

98 Meredith College student teachers attempted the PK/PLT Exams with a 98.0% pass rate. NC had 2317 attempts with a pass rate of 95.3%.

102 Meredith College student teachers attempted Specialty Area Exams with a 96.1% pass rate. NC had 2538 attempts with a pass rate of 81.2%.

64 Meredith College student teachers attempted the Elementary Education (K-6) Exams with a 96.9% pass rate. NC had 1420 attempts with a pass rate of 92.6%.

II. Program Information

- Number of students enrolled in teacher education during the 1999-2000 school year256
- Number of students in supervised student teaching for the same period121
- Supervising Faculty - full time in professional education8
 - part time, employed full time by Meredith College12
 - part time, not otherwise employed by Meredith College7
- Total Number of Supervising Faculty27
- Student to Faculty Ratio4
- Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- The Teacher Preparation Program at Meredith

College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.

- The Teacher Preparation Program at Meredith College is not designated as low-performing.

—*For Education courses, see pages 159–161.*

ENGLISH

Assoc. Professor Grathwohl, Head; Professors English, Gilbert, Jackson, Taylor, Walton, and Webb; Associate Professors Colby and Pearce; Assistant Professors Britt, Duncan, Johnson and Miller; Writer-in-residence Adcock; Adjuncts Boone, Griswold, Hogan, Logue, Melbourne, Roberts, and Rosser.

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in every student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for law and business.

— *Requirements for a Major in English*

Thirty-four – thirty-six hours in English, including 111, 201, 206, and 270. Also 498 or 499.

Twenty-one hours in the following areas:

3 in a survey course (202 or 330)

3 in medieval literature (351 or 352)

3 in Shakespeare (355 or 356)

3 in 18th/19th Century British (340, 365, 367, or 368)

3 in 20th Century (335, 345, 350, 364, 370, or 371)

3 in a seminar (357, 359, 360, 495)

3 in a 300-level elective (any course numbered 300 or above including ENG 358)

When choosing the twenty-one hours, an English major must include one poetry course (235, 202, 357, 364, 365, 367, 368) and one American course (330, 359, selected 940).

No credit in English is given for 764.

— *Requirements for a Minor in English*

Eighteen hours beyond ENG 111 and 112, 9 of which must be in courses at the 300 or 400 level.

— *Requirements for a Minor in Professional Communications*

Eighteen hours, including ART 140, COM 225, ENG 358*, and one additional writing course chosen from BUS 344, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 130, 230, 245, BUS 260, 466, 467, 468, COM 330, 350, 360, and CIS 112, 114, 120, 131, 140, 150, and 154. Professional Communications minors must demonstrate competence in word processing and one other CIS module. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

— *Prerequisites*

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

Students who wish more advanced study and research in literature should consult with the department

* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications minor.

head and arrange for it through the special studies option listed on page 127. Students may elect courses through the Cooperating Raleigh Colleges.

— *For English courses, see pages 161 –164.*

FOREIGN LANGUAGES AND LITERATURES

Professor Thomas, Head; Professors Pitts, Reiss, and Short; Associate Professor Rey; Assistant Professors Concha-Chiaraviglio, Maldonado-DeOliveira, and Nittoli; Instructors Byer and Holland; Adjuncts Coxe, Gaffer, Khater and Machelidon.

THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES OFFERS a major in French and Spanish, two years of Latin with some advanced work and three years of German. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program by:

- ensuring that students at every level acquire competence in the skills of listening, speaking, reading, and writing;
- ensuring that students gain extensive and competent undergraduate knowledge of a foreign language literature as a requirement for their major;
- ensuring that students understand the targeted foreign culture and civilization, gaining a greater appreciation of those cultures and of their own culture in order to make them more tolerant world citizens:
- helping students become productive, contributing world citizens;
- assisting and advising students and graduates to seek or continue employment which involves the use of a foreign language;
- preparing licensure candidates for effective, competent classroom teaching; and
- incorporating instructional technology into classes to help students explore the target language through the use of all available technical resources.

All 200- and 300-level courses in modern languages are writing intensive except FRE305 and FRE307; and SPA305 and SPA307.

— *Requirements for Majors in French and Spanish*

Thirty-two (32) hours of course work above the

100 level are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, and 365 for the French major. For Spanish, they must include 303 or 304; 305, 306, and 307; and *four* of the following: 308, 351, 352, 353, or 354. Substitution for these literature courses can be made with the approval of the department head. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. French majors must also take HIS 102. Spanish majors have the option of taking either HIS 102 or HIS 200. Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

—Requirements for Minors

French minor: Eighteen hours in French including FRE 205, 206, 304, 305, 306, and one 300 level French elective.

German minor: Eighteen hours in German including GER 205, 206, 306, 307, 366 and one 300 level German elective.

Italian minor: Eighteen hours of study above the 100 level. Some courses must be taken either at North Carolina State University or through study abroad. Nine hours must be chosen from ART 221, 222, 323, HIS 307, LAT 205, 206, or additional study in Italy.

Spanish minor: Eighteen hours in Spanish including SPA 205, 206, 305, 306; three hours chosen from SPA 303 or 304 and three hours chosen from SPA 307 or a 300 level Spanish elective.

—Advanced Study

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 127.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

—Advanced Placement

Entering students will be placed through the registrar's office at the appropriate level of a foreign language

on the basis of high school units. *Students will not receive any credit if they place themselves on a lower level.* A placement test will be given during the summer and before the beginning of the semester for students who have had three years of Spanish, French, or German, but students with fewer or more years of language study may take it at their request. The registrar's office will award students six hours credit for courses "skipped" on the intermediate level (205/206) upon completion of two three-hour courses at the 300 level with a grade of C or better. The student will then have earned a total of 12 credit hours in the language she studied. The foreign language requirement can never be waived except for students whose native tongue is not English.

— *For Foreign Language courses, see page 167.*

— *For French courses, see pages 169–170.*

— *For German courses, see pages 171–172*

— *For Italian courses, see page 177.*

— *For Latin courses, see page 177.*

— *For Spanish courses, see pages 205–207.*

HEALTH, PHYSICAL EDUCATION, AND DANCE

Professor Chamblee, Head and Athletic Director; Associate Professors Brown, Campbell, Clancy, Colwell-Waber and Shapiro; Assistant Professors Eschbach, Hatchell and Kovell; Instructor Malley; Adjuncts, Beadle, Bradford, Browning, Drury-Rhoner, Hannah, Mayberry, Powell, Puett, and Raley.

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

— Programs Offered

The department offers programs of study leading to:

Bachelor of Arts degree with a major in Dance; Bachelor of Science degree with a major in Exercise and Sports Science.

The Bachelor of Arts degree with a major in Dance includes a 34 credit hour core curriculum and three areas

of concentration: Performance and Choreography, Private Studio Teaching, and Dance Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 40 credit hour core curriculum. Majors may select the exercise and sports science general track, or from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The department also offers minors in dance, and exercise and sports science. Students who wish to pursue special studies or contractual majors should consult with the department head.

— General Education Program Goals and Learning Outcomes

The Health, Physical Education, and Dance general education program is committed to providing students with broad and varied learning opportunities to:

Develop movement competency and proficiency to lead physically active, health-enhancing lives.

Students will....

- develop sufficient skill and technique to participate in fitness, sport and/or dance activities,
- experience physical activity as an opportunity for enjoyment, challenge, self-expression, fitness and/or social interaction,
- apply concepts and principles to enhance acquisition and performance of movement skills.

Acquire conceptual and experiential knowledge to facilitate active engagement in developing physical, social, mental, and emotional well-being.

Students will....

- gain sufficient body knowledge to acquire new skills, to practice positive health behaviors, and utilize the physical self as a way of knowing,
- have opportunities to experience creative thought and expression through movement,
- develop behaviors that promote individual and group success in movement settings.

—Major Program Goals: Dance Major and Exercise and Sports Science Major

The programs of study leading to majors in Dance and majors in Exercise and Sports Science are designed to:

- promote a learning environment which is concurrently supportive and challenging,

- promote opportunities for students to gain disciplinary and interdisciplinary knowledge,
- provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences,
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating,
- provide experiences that prepare our students to pursue professional and artistic careers,
- promote lifelong learning.

— Dance Major Learning Outcomes

Following completion of the program of study in Dance, the student will:

- utilize exciting, challenging, and innovative learning opportunities in the technical, creative, and theoretical aspects of dance which prepare them for professional work in the field and for continued study,
- engage in the creative process of forming, performing, and producing dance,
- engage in opportunities for reflection in which they connect what they learn through dance experiences to their lives and to the world in which they live,
- experience diverse aesthetic points-of-view, modes of creation, and teaching styles through opportunities to work with guest artists,
- gain skills and knowledge in the use of technology as a tool for learning and creating,
- enhance the quality of campus and community life through the production and sponsorship of dance performances, events, and workshops.

—Exercise and Sports Science Major Learning Outcomes

Following completion of this program of study in Exercise and Sports Science, students will:

- demonstrate an understanding of content, knowledge current disciplinary concepts and tools of inquiry related to the development of a physically educated person,
- demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and how this knowledge relates to diverse individuals and other disciplines,
- demonstrate proficiency in varied exercise, motor, and sports skills,
- utilize opportunities (as pre-professional persons) to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications,

- utilize opportunities (as pre-service teachers) to observe, plan, teach, assess and develop curriculum experiences at elementary, middle, and secondary levels
- demonstrate continued realization of physical activity and sport as life-enriching and health enhancing,
- demonstrate continued learning, professional development, and reflective practice in the realm of exercise and sports science, and
- demonstrate an understanding of the use of technology in the field of physical education and exercise and sports science

— Requirements for a Major in Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 34 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core Curriculum (34 credit hours)

DAN 150, Perspectives in Dance	(1)
DAN 159, Movement Improvisation I.....	(2)
DAN 250, Movement Fundamentals	(2)
DAN 255, Movement Fundamentals Lab	(1)
DAN 200, Dance Appreciation.....	(3)
DAN 256, Composition I	(3)
DAN 359, Dance History	(3)
Dance Technique: Total of 10 credit hours selected from the following:	
DAN 251,351, and/or 451; Ballet II, III, and/or IV	(2)
DAN 253,353, and/or 453; Modern II, III, and/or IV	(4)
DAN 254,354, and/or 454; Jazz II, III, and/or IV	(1)
Techniques Electives	(3)
HED 282, Prevention and Care of Injuries	(2)
BIO 322/342, Human Anatomy and Physiology.....	(4)
<i>prerequisites: BIO 101/141, General Biology I and lab.....</i>	<i>(4)</i>
<i>BIO 102/142, General Biology II and lab</i>	<i>(4)</i>
ESS 482, Kinesiology	(3)

Performance and Choreography

The Performance and Choreography Concentration prepares the “dance artist”. The program of study provides for experiences which further train the student’s technical,

creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 34 credit hours, the student will complete 23 credit hours specified to fulfill the concentration requirements.

— Requirements for a Major in Dance with a Concentration in Performance and Choreography:

The Dance Core Curriculum	(34)
DAN 252, Participation in Choreographic Projects....	(2)
DAN 258, Mind/ Body Integration	(2)
DAN 257, Music For Dance	(2)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Choreography.....	(1)
DAN 452, Dance Practicum in Technical Theatre.....	(1)
DAN 455, Dance Production.....	(3)
DAN 456, Meredith Dance Theatre	(4)
THE 246, Lighting and Sound	(3)
TOTAL hours for the major.....	(57)

Private Studio Teaching

The Private Studio Teaching Concentration prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 34 credit hours, the student will complete an additional 33 credit hours which provide experiences in performance, production, business and teaching.

— Requirements for a Major in Dance with a Concentration in Private Studio Teaching:

The Dance Core Curriculum	(34)
DAN 257, Music For Dance	(2)
DAN 355, Creative Arts Touring Company.....	(2)
DAN 357, Creative Arts Touring Company Assistantship.....	(1)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Field Teaching in a Private Studio	(2)
DAN 455, Dance Production.....	(3)
DAN 761, Theory and Methods of Teaching, K-6.....	(3)
DAN 762, Theory and Methods of Teaching, 7-12	(3)
BUS 110, Fundamentals of Business	(3)
THE 246, Lighting and Sound	(3)
THE 247, Costuming and Makeup.....	(3)
COM 260, Interpersonal Communication	(3)
TOTAL hours for the major.....	(67)

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

Dance Education

The Dance Education Concentration program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue*. In addition to the core curriculum of 34 credit hours, the student will complete 49 credit hours, including 13 hours in performance and production, and 36 in professional education classes.

— Requirements for a Major in Dance with a Concentration in Dance Education:

The Dance Core Curriculum	(34)
DAN 152, Folk & Square Dance	(1)
DAN 257, Music For Dance	(2)
DAN 355, Creative Arts Touring Company	(2)
DAN 357, Creative Arts Touring Company Assistantship	(1)
DAN 352, Dance Repertory	(2)
DAN 356, Composition II	(3)
THE 246, Lighting and Sound	(3)
DAN 761, Theory and Methods of Teaching, K-6	(3)
DAN 762, Theory and Methods of Teaching, 7-12	(3)
DAN 763, Reflective Teaching	(3)
CIS, Computer Modules (<i>approved in advance by program coordinator or department head</i>)	(3)
EDU 232, Foundations of American Education	(3)
EDU 234, Educational Psychology	(3)
EDU 438, Field Experience	(1)
EDU 441, Introduction to Audio/Visual Materials	(1)
EDU 471, Reading in the Content Area	(1)
EDU 439, Observation and Directed Teaching	(6)
PSY 210 or 310, Developmental Psych of Children and Adolescents	(3)
PSY 312, Psychology of Exceptional Individuals	(3)
SOC 335, Race and Ethnic Relations	(3)
TOTAL hours for the major	(83)

— Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 33 credit hour core curriculum in exercise and sports science, and an additional 23-24 specified credit hours. Students wishing to further specialize may select from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure)

The Core Curriculum (33 credit hours)

HED 100, Contemporary Health Issues	(2)
HED 200, First Aid	(2)
BIO 322, Human Anatomy and Physiology	(3)
BIO 342, Human Anatomy and Physiology Lab	(1)
<i>pre-requisites: BIO 101/141, General Biology I and lab</i>	<i>(4)*</i>
<i>BIO 102/142, General Biology II and lab</i>	<i>(4)*</i>
ESS 200, Foundations of Physical Education, Sport and Fitness	(3)
ESS 220, Principles of Strength Training and Conditioning	(2)
ESS 255, Lifespan Motor Development	(3)
DAN 250, Movement Fundamentals	(2)
ESS 300, Issues and Management of Sport and Physical Education	(3)
ESS 475, Motor Learning and Skill Performance	(3)
ESS 320, Assessment in Physical Education, Sport and Fitness	(3)
ESS 482, Kinesiology	(3)
ESS 485, Exercise Physiology	(3)
ESS 460, Senior Seminar	(2)

— Requirements for a Major in Exercise and Sports Science

The Exercise and Sports Science major is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science.

Requirements for a Major in Exercise and Sports Science (General Track)

The Exercise and Sports Science Core Curriculum	(33)
HED 282, Prevention and Care of Movement Injuries	(2)
ESS 210, Selected Sports Activities	(1)
ESS 365, Qualitative Analysis	(1)
ESS 486, Exercise Prescription	(2)
ESS 499, Introduction to Research in Exercise and Sports Science	(3)
ESS 451 Practicum in Exercise and Sport Science	(3)
Six additional Physical Education/Dance Activity Electives* beyond general education requirements (<i>must be taken for a grade, approved by program coordinator of department head</i>)	(6)

Select 6 hours from the following:

(to be approved by HPED department)

ESS 400, Topics in Exercise and Sports Science	(3)
ESS 746, Teaching Physical Education for Individuals with Special needs (K-12)	(3)
FN 227, Nutrition	(3)
CHE 111/141, General Chemistry I and General Chemistry Lab I	(3/1)
PSY 210, Developmental Psychology	(3)
<i>prerequisite: PSY 100, Introduction to Psychology</i>	
TOTAL hours for the Major in Exercise and Sports Science	(57-58)

Fitness and Sports Management

The Fitness and Sports Management Concentration provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 33-hour core curriculum in exercise and sport science, the student will complete an additional 13 hours in exercise and sports science-related courses and 18 business-related courses.

— Requirements for a Major in Exercise and Sports Science with a concentration in Fitness and Sports Management:

The Exercise and Sports Science Core Curriculum...(33)
Exercise and Sports Science related courses (13 hours):
 HED 282, Prevention and Care of Movement Injuries(2)
 ESS 486, Exercise Prescription (2) || ESS 499, Introduction to Research in Exercise and Sports Science | (3) |
| ESS 450, Practicum in Fitness/Sports Management....(3) | |
| Three additional PED/DAN activity electives* beyond general education requirements, *(must be taken for a grade, to be approved by the department head or program coordinator)*..... | |

*All activity courses (any courses with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

Business related courses (18):

ACC 230, Principles of Accounting I	(3)
BUS 240, Principles of Management	(3)
BUS 260, Principles of Marketing	(3)
BUS 344, Business Communications	(3)

Select 6 hours from the following:

ECO 101, Microeconomic Principles	(3)
BUS 350, Human Resource Management	(3)

BUS 348, Organizational Behavior	(3)
BUS 340, Business Law I	(3)
BUS 361, Consumer Behavior	(3)
BUS 467, Advertising and Sales Promotion	(3)
Total hours for the major	(64)

Physical Education

The Physical Education Concentration program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue.* In addition to the core curriculum of 33 hours, the student will complete 40 credit hours, including skill acquisition, physical education methods, and professional education classes.

— Requirements for a Major in Exercise and Sports Science with a concentration in Physical Education:

The Exercise and Sports Science Core Curriculum (33) *Theory and Practice of Skill Acquisition (10):*

ESS 210, Selected Sports Activities	(1)
ESS 215, Outdoor Leisure Activities	(1)
ESS 365, Qualitative Analysis.....	(1)
Seven additional Physical Education/Dance Activity Electives (7)* beyond general education requirements — <i>(must be taken for a grade and be approved by the department head or program coordinator including:</i>	
from PED 110, 125, 210, 310 or swimming proficiency.....	(1)
from PED 120, 121, 122, 126 (physical fitness activities)	(1)
from PED 141, 241 (badminton).....	(1)
from PED 146, 246, 346, 476 (tennis).....	(1)
PED 152, Folk and Square Dance.....	(1)
from PED 161, 162, 163, 164 (select two different)	(2)

*All activity courses (any courses with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

Teaching Physical Education (9)

ESS 743, Teaching Physical Education in the Elementary School for the Physical Educator	(3)
ESS 745, Teaching Physical Education in the Middle and Secondary School	(3)
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12).....	(3)

Professional Education Courses (21)

PSY 210 or 310, Developmental /Psych of Children

and Adolescents	(3)
SOC 335, Race and Ethnic Relations	(3)
EDU 232, Foundations	(3)
EDU 234, Educational Psychology	(3)
EDU 438, Field Experience	(1)
EDU 441, Introduction to Audiovisual	(1)
EDU 471, Reading in the Content Area	(1)
EDU 439, Observed and Directed Teaching	(6)
TOTAL hours for the major	(73)

— Requirements for a Minor in Dance:

Dance Technique	(8)
(Choose from two of the following categories at or above the 200 level: Ballet, Modern Dance, Jazz)	
DAN 150	(1)
DAN 159	(2)
DAN 256	(3)
DAN 359	(3)
Electives	(4)
(Choose from DAN 200, 250, 252, 255, 257, 258, 352, 355, 356, 357, 452, 455, 456, 761, 762 or 940's approved by Dance faculty adviser)	
TOTAL	(21)

— Requirements for a Minor in Exercise and Sports Science:

1. Select 14 hours from the following:

BIO 322, Human Anatomy and Physiology	(3)*
BIO 342 Human Anatomy and Physiology Lab	(1)*
ESS 200, Foundation of Physical Education, Sport & Fitness	(3)
ESS 220, Principles of Strength Training and Conditioning	(2)
ESS 255, Lifespan Motor Development	(3)
ESS 300, Issues and Mgmt of Sport and Physical Education	(3)
ESS 475, Motor Learning and Skill Performance	(3)
ESS 365, Qualitative Analysis of Human Movement	(1)
ESS 400, Topics in Exercise and Sports Science	(3)
ESS 320, Assessment in Physical Education, Sport and Fitness	(3)
ESS 482, Kinesiology	(3)*
ESS 485, Exercise Physiology	(3)*
ESS 486, Exercise Prescription	(2)*
ESS 499, Introduction to Research in Exercise and Sports Science	(3)*
FN 227	Nutrition (3)

The following may only be selected by those students pursuing teacher licensure:

(Students pursuing teacher licensure may select from any of the above and those listed below):

ESS 743, Teaching Physical Education in the Elementary School for the Physical Educator	(3)
ESS 745, Teaching Physical Education in the Middle and Secondary School	(3)
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12)	(3)

2. Select 2 hours from the following health courses:

HED 100, Contemporary Health Issues	(2)
HED 200, First Aid	(2)
HED 282, Prevention and Care of Injuries	(2)

Select four (4) additional Physical Education/Dance Activity Classes beyond general education requirements. Must include one course selection from at least four of the following five categories:

Team Sports, Individual Sports, Dual Sports, Fitness and Dance (*Selections require approval by department head or program coordinators*).

TOTAL hours for a Minor in Exercise and Sport Science.....20 hours

—For Dance courses, see pages 155–158.

—For Exercise and Sports Science courses, see pages 165–167.

—For Health courses, see page 172.

—For Physical Education courses, see pages 190–194.

HISTORY AND POLITICS

Professor Novak, Head; Professors: Gates, Frazier, Kenan Professor: Price; Associate Professors: Happer, True-Weber; Assistant Professor: Johnson and Piazza; Adjuncts: Melomo, Smith, and Vickery.

THE DEPARTMENT OFFERS MAJORS IN HISTORY, Public History, American Civilization, International Studies, and Political Studies.

— Goals

Through the courses and programs offered by the department every student will develop:

- a serious acceptance of the obligations of democratic citizenship,
- an informed awareness of the modern world in its many

* Fulfills General Education Requirements.

historical and political dimensions, and

- the ability to be objective and discerning about the ideas and institutions of other peoples and cultures.

In addition, our majors will develop:

- the knowledge base appropriate to the fields she has chosen,
- skills in research, analysis, and communication,
- the ability to choose and pursue meaningful careers.

The department will provide each major:

- effective individual advising on personal, academics and career concerns.

— Special Career Directions

History and Political Studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, historic sites, museums and archives, foreign service, international studies, journalism and editing, as well as numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks in vocational and professional areas.

— Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area.

— Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

— Requirements for a Major in History

A major in History consists of 30 hours, including HIS 101 or 102, 214 or 215, and 200 or 224 (or a special studies course in another non-Western region), 281 or 282 (or any special studies course in another non-Western region) and HIS 334 and 499. Each student will, with approval from her advisor, choose an additional 15 hours in history courses. Major Professors: Dr. Happer, Dr. Novak.

— Requirements for a Major in Public History

A major in Public History consists of at least 36 hours, with a minimum of 24 hours in history, including an internship in a public history institution. Other required courses include HIS 214, 215, 300, 333, 334, 499 and 520, as well as POL 100 and 305, and ART 221 or 222. Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing. Major professor: Dr. Price.

— Requirements for a Major in American Civilization

A major in American Civilization consists of 36 hours, with a minimum of 15 hours in American history, HIS 334 and 499, and a minimum of 15 hours of courses related to the American experience selected with approval from the major adviser from disciplines other than history. Students planning to teach should also elect six hours from European or Asian fields. Major professor: Dr. Happer.

— Requirements for a Major in International Studies

A major in International Studies consists of 36 hours, with a minimum of 15 hours in modern international history, HIS 334 and 499, and 15 hours in related fields such as business, economics, geography, foreign language, and fine arts. The major should also, if possible, include study abroad. Students must achieve a competency equivalent to that gained in at least six hours at the 200 level in one target language. Major professors: Dr. Novak, Dr. Piazza.

— Requirements for a Minor in History

The minor for any of the majors in history consists of 18 hours: HIS 334 and 15 additional hours approved by the department head.

— Requirements for a Minor in Criminal Justice Studies (HIS or POL)

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

—For History courses, see pages 172–175.

* Courses with prerequisites

Politics

— *Requirements for a Major in Political Studies*

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 205, and 499, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier, True-Weber, and Piazza.

— *Requirements for a Minor in Political Studies*

The minor in political studies consists of 18 hours: POL 100 and POL 205, and, in addition, 12 hours in politics courses selected in consultation with the political studies faculty.

— *For Politics courses, see pages 195—197.*

HUMAN ENVIRONMENTAL SCIENCES

Professor Tippet, Head; Professors Burpitt, Ellis, Goode; Associate Professors Clark, and Landis; Assistant Professors Munroe, Winterhoff; Adjuncts Andron, Ballard, Barish, Cook, DiLeon, Morrison, Noland, Poorman, Roubanis, Sibert and Taylor.

THE DEPARTMENT USES AN INTERDISCIPLINARY approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of lives, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Clothing and Fashion Merchandising, Family and Consumer Sciences, Foods and Nutrition, and Interior Design.

The **goals** are that students will:

- apply principles and skills for managing human and material resources for the improvement of the quality

of life for individuals, families, and society,

- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major, and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools; they may complete B-K or K-6 licensure combined with a child development degree; and they may also complete a second major or minor in another department.

The Didactic Program in Dietetics at Meredith College is currently accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL, 60606-6995, (312) 899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field.

The Meredith College Dietetic Internship is a CADE accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians. The department also offers a Master of Science degree in Nutrition.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

— *Requirements for a Major in Child Development*

Mission:

The Child Development Program at Meredith College offers an interdisciplinary program of study that prepares students both for careers in early childhood settings and agencies serving young children and their families, as well as the pursuit of graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes complex interrelationships among the child, the family, the culture, and society. This program strives to develop in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Goals:

Upon completion of the program the students will:

1. Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division of Early Childhood in the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
2. Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate techniques.
3. Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;
4. Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;
5. Advocate for children and their families based on best practices and policy;
6. Participate in professional organizations serving children and families.

The child development major focuses on the physical, social, emotional, and intellectual development of children, birth through age eight. It prepares students for working with children in a variety of settings including educational programs for young children, early intervention programs, and agencies serving children and their families. Students become eligible to teach in public school programs when B–K or K–6 licensure requirements are met. Candidates for the child development major must take 37 hours in a prescribed core and an additional 12–13 hours from a list of approved electives. Required courses are CD 234, 334, 335, 336, 340, 438,

450 (this will be waived for K–6 students), FCS 355, 490; PSY 210 or 310, 312; HED 200; SOC 330. Electives include: CD 434, 436, 440; ECO 374; FN 227; EDU 234.

— *Requirements for a Minor in Child Development*

Required courses are CD 234, 334, 335, 336, 340, and 438.

— *Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising*

Mission:

The mission of the Clothing and Fashion Merchandising program mirrors that of the college in that this program educates women to excel in the fashion industry. The program is interdisciplinary, incorporating aspects of art, psychology, sociology, business, history, philosophy, and science. It is grounded in the liberal arts which values freedom and openness in the pursuit of truth and knowledge. The goal of the Clothing and Fashion Merchandising program is to provide both a structured and experiential learning process to help students discover the concepts and challenges of today's fashion business and equip them with the necessary skills to become successful in this field.

Goals:

Upon completion of the program, students will be able to:

1. Identify different aspects of the fashion industry;
2. Synthesize knowledge gained from other disciplines and apply that to the field of fashion merchandising and/or design;
3. Demonstrate necessary skills in retail buying and management for the merchandising concentration or skills in apparel design and pattern making for the design concentration;
4. Solve problems creatively by using the experiential learning both in the classroom and within the industry, as well as through travel and internships;
5. Utilize current technology available within the fashion industry;
6. Demonstrate effective communication, research, and critical thinking skills.

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 34 hours in a prescribed core and 3 to 4 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 212, 213, 214, 315, 414, 418; FCS 490; ECO 101; and BUS 260, 467.

Concentrations

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 314 and CFM 413, BUS 240, and BUS 361. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, 417, 421; ART 101, 105, 206. Seniors may opt to take CFM 495 Senior Project instead of CFM 314 Retail Merchandising.

A minor of 21 hours is offered in either concentration of Clothing and Fashion Merchandising.

— Requirements for a Minor in Design

Required courses are CFM 114, 214, 315, 414, 415, 417, and 418.

— Requirements for a Minor in Merchandising

Required courses are CFM 212, 213, 214, 314, 413, and 418.

— Requirements for a Major in Family and Consumer Sciences

Mission:

The mission of the Family and Consumer Sciences Program is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Goals:

Upon completion of the program, students will:

1. Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
2. Promote the personal, social, and economic health of people;
3. Utilize theories and research to balance personal, home, family, and work lives;
4. Address problems in diverse family, community, and work environments;
5. Apply appropriate technology to maximize human potential;
6. Develop high standards of professional practice;
7. Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The family and consumer sciences major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are FCS 490 and 355; FN 227; CD 335; and ECO 274; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in the department of Human Environmental Sciences (CD, CFM, FN, ID, FCS).

— Requirements for a Minor in Consumer Sciences

Required courses are FN227, CD335, FCS355, and 274, one interior design elective, one clothing and fashion merchandising elective, and one elective from the Human Environmental Sciences department.

— Requirements for a Master of Science in Nutrition

Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences or the graduate school office. The

program is designed for students with a baccalaureate degree in foods, nutrition, allied health or related fields who are seeking advanced study in applied human nutrition. The program is 35–36 credit hours with a thesis or non-thesis option.

— Requirements for a Major in Foods and Nutrition

Mission:

The Meredith College Foods and Nutrition Undergraduate Program prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to credentialing in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Goals:

Upon completion of the program, students will be able to:

1. Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;
2. Communicate effectively using appropriate techniques and technology;
3. Advocate for optimal nutrition and well-being;
4. Demonstrate critical thinking skills;
5. Evaluate and interpret professional and lay literature in the field;
6. Participate in the process of research;
7. Demonstrate leadership with integrity and social responsibility.

The Foods and Nutrition major is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings including hospitals and other health-care settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and in the Meredith College

Student Dietetic Association.

The following courses will meet the educational requirements for the American Dietetics Association Didactic Program in Dietetics: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; FCS 764, 490; CHE 111, 141, 112, 142, 221, 241; MAT 144; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 240; ECO 100; PSY 100; SOC 230; COM 225; and MAT 245 or PSY 200

— Requirements for a Minor in Nutrition

Required courses are FN 124, 227, 325, 426, 428 and 425.

— Requirements for a Major in Interior Design

Mission:

The mission of the Interior Design program is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and experience that can lead to academic, professional, and personal success.

Goals:

Upon completion of the program, students will be able to:

1. Analyze clients' needs, goals, and life safety requirements by following a systematic design process;
2. Formulate design concepts and present design recommendations with appropriate media;
3. Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
4. Prepare business documents and review and evaluate design solutions;
5. Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major;
6. Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership and professional ethics.

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design

firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program is accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 248, 343, 344, 348, 443, 444, 447; CFM 418; FCS 490; ART 101, 105, 206, 207, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 260, 240; ECO 100, 101, 274.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 248; ART 206, 207

Juniors: ID 245, 246, 343, 344, 348; ART 221 or 222; ART 248 or Art elective

Seniors: ID 443, 444, 447 and 448; CFM 418; FCS 490

— Requirements for a Minor in Interior Design

Required courses are ID 142, 144, 245, 246, 248, and CFM 418.

—For Child Development courses, see pages 144–146.

—For Clothing and Fashion Merchandising courses, see pages 146–147.

—For Family and Consumer Sciences courses, see page 167.

—For Foods and Nutrition courses, see pages 168–169.

—For Interior Design courses, see pages 175–176.

INTERDISCIPLINARY STUDIES

A DEPARTMENT OR SCHOOL MAY INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—For Interdisciplinary Study courses, see page 176–177.

MATHEMATICS AND COMPUTER SCIENCE

Professor Knight, Head; Professors Bouknight, Clay, Davis, and Kraines; Associate Professor Guglielmi; Assistant Professors Cole, Hontz, Holmes, Koster, Director of Computer Studies, Rosso; Instructor Schlitz; Adjuncts Bassett, Birch, Fuller, Gregorio, Jones, Kirk, Martin, Passarella, O'Hara, Schiermeier, Sloan, Smith, Stanislaw, Tomek, Watkins and Wieand.

— Goals and Objectives

THE PURPOSE OF THE DEPARTMENT OF Mathematics and Computer Science is to assist students in:

- acquiring specific skills in mathematics, computer science, and computer information systems,
- developing the ability to think logically and creatively in problem-solving situations,
- appreciating the applications of mathematics and computer studies,
- gaining self-confidence in their abilities in mathematics and computer studies,
- choosing and preparing for careers.

All Meredith students will have available the opportunity to learn basic knowledge and skills needed for using personal computers. Since each freshman student this year will have a laptop computer available for her own use, it is a transition year for the computer skills curriculum. Some of the hands-on computer "modules" that previously have been available will be replaced by shorter non-credit workshops. Thus CIS 101, CIS 112, CIS 131, and CIS 150, which are still listed in this catalog, will not be offered. However, sections of CIS 120, CIS 140, and CIS 154 will be scheduled. For those programs requiring completion of CIS 101, CIS 112, CIS 131, or CIS 150 or for courses requiring one or more of these modules as a pre-requisite, tests by which these competencies can be certified will be regularly offered.

For majors and minors the department provides mathematical and computer preparation for:

- careers related to mathematics and computing,
- careers in business and the professions,
- careers in secondary, middle grades, and elementary teaching,
- graduate school,
- general living and a lifetime of learning.

Objectives of our computer-related programs and courses are for the student to obtain:

- a general knowledge of computer hardware and software,
- the ability to learn new programming languages and software packages,
- an appreciation for the power and limitations of computing,
- an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems gives the student facility with computer theory, abstraction and design. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems. Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

— Requirements for Majors

CORE CURRICULUM FOR MATHEMATICS MAJORS

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I (4)

MAT 212 Calculus II (4)

MAT 220 Linear Algebra (3)

MAT 250 Mathematical Reasoning (2)

MAT 313 Calculus III (3)

TOTAL16

BACHELOR OF ARTS —

Mathematics

1. Core Curriculum (16)

2. At least one course chosen from (3)

MAT 321 Modern Abstract Algebra

MAT 410 Advanced Calculus

MAT 415 Topics in Analysis

MAT 425 Topics in Algebra

MAT 434 Topics in Geometry and Topology

3. MAT 490 Senior Seminar (3)

4. Electives: Mathematics courses at 200 level or above (9)

TOTAL hours required31

Prerequisite hours: 3

BACHELOR OF SCIENCE —

Mathematics

1. Core Curriculum (16)

2. MAT 410 Advanced Calculus (3)

3. At least two courses chosen from (6)

MAT 321 Modern Abstract Algebra

MAT 415 Topics in Analysis

MAT 425 Topics in Algebra

MAT 434 Topics in Geometry and Topology

4. MAT 490 Senior Seminar (3)

5. Electives: Mathematics courses at 200 level work or above (9)

6. CSC 201 Computer Science I with Java (3)

7. One of the following sequences: (8)

CHE 111-112 General Chemistry I and II, or

PHY 211-212 General Physics I and II

8. A total of at least 12 semester hours in one of the following related areas: (4-12)

Biology; business and economics; chemistry and physics; or computer science (this includes required courses above)

TOTAL hours required52-60

Prerequisite hours: 3

**BACHELOR OF SCIENCE —
Computer Information Systems**

- Computer Science Courses
CSC 201 Computer Science with Java (3)
CSC 203 Foundations of Computer Science (3)
CSC 212 Computer Science II: Advanced
Programming with Java (3)
CSC/MAT 262 Discrete Mathematics (3)
CSC 301 Data Structures and Algorithms (3)
CSC 420 Computer Science Seminar (1)
TOTAL16

- Computer Information Systems Courses
Prerequisite: CIS 101 and CIS 112; or ICCT (0-2)
CIS/BUS 120 Spreadsheets (1)
Two additional 100-level CIS electives (2)
CIS/CSC 312 Information Systems
Management (3)
CIS/CSC 315 Database Theory and Design (3)
CIS 370 Ethics and Information Technology (1)
CIS/CSC 407 Software Engineering (3)
CIS 412 Systems Analysis and Design (3)
Elective: Computer Science or Computer
Information Systems courses at 200 level or
above (3)
TOTAL19-21

- Mathematics Courses
MAT 120, MAT 141, MAT 144, or placement.
(0-3)
MAT 245, Statistics (3)
TOTAL6

- Business and Economics Courses
ACC 230 Accounting I (3)
ACC 231 Accounting II (3)
BUS 240 Management (3)
BUS 260 Marketing (3)
BUS 370 Corporation Finance (3)
ECO 101 Microeconomics (3)
TOTAL18

- Cooperative Education or Internship
Minimum of 4 from
COE 302 Cooperative Education (1-4)
COE 403 Cooperative Education (1-4)
CSC 930 Internship (1-4)
TOTAL hours required60-65

Prerequisite hours: 0-2

**BACHELOR OF SCIENCE —
Computer Science**

- Computer Science Courses
Prerequisite: CIS 101 and CIS 112; or ICCT (0-2)
CSC 201 Computer Science I with Java (3)
CSC 203 Foundations of Computer Science (3)
CSC 212 Computer Science II: Advanced
Programming in Java (3)
CSC/ MAT 262 Discrete Mathematics (3)
CSC 301 Data Structures and Algorithms (3)
CSC 311 Computer Organization (3)
CSC/CIS 315 Database Theory and Design (3)
CSC/MAT 360 Numerical Analysis (3)
CSC/CIS 407 Software Engineering (3)
CSC 420 Computer Science Seminar (1)
CSC 430 Operating Systems (3)
Electives: any Computer Science course at 300 level
or above (3)

TOTAL34-36

- Mathematics Courses
MAT 144 or MAT 141 and MAT 143 or
placement (0-3)
MAT 211 Calculus I (4)
MAT 212 Calculus II (4)
MAT 220 Linear Algebra (3)
MAT 245 Statistics I (3)

TOTAL17

- Science Courses
PHY 211/241 General Physics I and Lab (4)
PHY 212/242 General Physics II and Lab (4)

TOTAL8

- Cooperative Education or Internship
Minimum of 4 from
COE 302 Cooperative Education (1-4)
COE 403 Cooperative Education (1-4)
CSC 930 Internship (1-4)

TOTAL hours required60-65

Prerequisite hours: 0-2

— Requirements for Minors

- MINOR IN MATHEMATICS19-20 hours
Prerequisite: MAT 144 or MAT 141 and MAT 143 or
placement
MAT 211 Calculus I(4)
MAT 212 Calculus II(4)
MAT 220 Linear Algebra(3)
MAT 313 Calculus III(3)
Math electives numbered 200 or above(5-6)

MINOR IN STATISTICS20 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I(4)

MAT 212 Calculus II.....(4)

MAT 245 Statistics I.....(3)

MAT 340 Mathematical Prob. & Statistics(3)

MAT 345 Statistics II.....(3)

Elective in statistics.....(3)

(Approved by the department head)

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

MINOR IN MATHEMATICS/COMPUTER**APPLICATIONS.....20 hours**

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I(4)

MAT 212 Calculus II.....(4)

MAT 245 Statistics I.....(3)

Electives in CIS, CSC, MAT

Computer Language(3)

Computer Elective (200 or above).....(3)

Applied Math or Computer Elective.....(3)

(Approved by the department head)

MINOR IN COMPUTER STUDIES.....18 hours

CSC 201 Computer Science I with Java(3)

CSC 203 Foundations of Computer Science(3)

CSC 212 Computer Science II: Adv. Java(3)

CSC or CIS Electives(9)

6 hours at 300-level or above

Max of 3 hours at 100-level

— Licensure Requirements

Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 120, MAT 144, or a calculus course.

Middle grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 144, 211, 245, 250 and 334. In addition, at least three hours in computer science or computer information systems are required.

Middle grades licensure in an area other than mathematics: MAT 120, MAT 144, or any calculus course.

Secondary (9-12) licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science or computer information systems are required.

— Credit Testing in Mathematics

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will have corresponding courses waived as a prerequisite or a requirement. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, and MAT 211 upon completion of MAT 313 with a grade of C or higher.

— *For Mathematics courses, see pages 178–181.*

Computer Information Systems

Courses with CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

Computer information systems (CIS) courses at the 100-level are known as “computer modules” and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis.

— *For Computer Information Systems courses, see pages 149–150.*

— *For Computer Science courses, see pages 153–155.*

MUSIC, COMMUNICATION, AND THEATRE

Professor D. Lynch, Head; Professors Fogle, F. Page, and Vaglio; Associate Professors Creagh, Lyman, C. Rodgers, and Williams; Assistant Professors Fredenburgh, Phillips, Roller, and Ross; Adjuncts Allemang, Atchley, Brewer, Carter, Cherry, Clyburn, Dunson, Dyke, Eagle, Evans, Farmer, Farrington, Friedli, M. Garriss, P. Garriss, Gilmore, Hanford, Hemenway, Heym, Hudson, Jolly, Jong, P. Kenny, King, Lohr, Long, McCormick, Mitchell, Morgan, Nelson, Pittman, Partridge, Poniro, Porterfield, Raines, Randolph, Riva-Palacio, Sparks, A. Stephenson, E. Stephenson, and Thomas; Accompanist Dupre; Technical Supervisor and Facilities Coordinator W. Brown; Technical Assistant Kenny.

— Mission

THE MISSION OF THE DEPARTMENT IS TO instill a love for and an understanding of the performing and communication arts in all its constituencies: majors, general college students, and the larger community.

The study of music, communication, and theatre at Meredith has a threefold emphasis: (1) the importance of the performing and communication arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing or communication arts; (3) involvement in the artistic life of the community.

The student who chooses to major or concentrate in the arts of performance or communication will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

— Goals and Objectives

The objectives of the programs and courses offered by the Department of Music, Communication, and Theatre are to encourage the student to:

- develop creativity,
- develop critical thinking skills,
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body,
- pursue careers in the performing arts, arts education, business and professional settings, and churches,

- develop aesthetic understanding through evaluation of important works of art related to music, communication, and theatre,
- gain knowledge of basic artistic and philosophical movements in history,
- gain knowledge and skills necessary to understand contributions of diverse cultures to music, communication, and theatre,
- understand the theoretical base applicable to each discipline,
- promote involvement in the artistic life of the community,
- understand and apply technology related to specific areas of music, communication, and theatre,
- understand the fundamental importance of arts education,
- accumulate the knowledge and experiences necessary to develop reflective thinking, and
- perform in public.

— Areas of Concentration

The department offers the following programs, arranged according to discipline:

Music

- the Bachelor of Arts with a major in music,
- the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy),
- the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including North Carolina teaching licensure, grades K-12, and
- A *Certificate in Church Music*, which may be earned in conjunction with any of the undergraduate majors in music.

Communication

- the Bachelor of Arts with a major in communication (*concentration in human communication or mass communication.*)

Theatre

- the Bachelor of Arts with a major in theatre,
- the Bachelor of Arts with a major in musical theatre, and
- North Carolina teaching licensure, grades K-12, in theatre.

Additional concentrations may be developed upon request of students with special areas of interest, either

within the department or on an interdisciplinary basis.

The *Master of Music* with a major in performance and pedagogy is also offered. Information is available in the Department of Music or in the John E. Weems Graduate School offices.

MUSIC

— *Accreditation*

Meredith College is an accredited institutional member of the National Association of Schools of Music.

— *Audition and Interview: Potential Music Majors*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

— *Requirements for a Major in Music*

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses32

Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243.....	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Seminar in Music Literature 494	2
Applied Music and Electives	16
Minimum in applied music	8
Graduation Recital 491	1
Electives in Music.....	7
Ensembles	8 semesters

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

Major in Performance

Liberal Arts and Sciences	42
English composition	3
Major British Writers	3
Foreign language	6-12
(Students will be placed at the appropriate level by the foreign languages department. Students concentrating in voice will be required to demonstrate a proficiency comparable to that attained by the end of the first college	

year in two of the following languages: French, German, Italian.)

Religion.....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Sciences	6
A. History of Western Civilization (3)	
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)	
Mathematics and natural sciences	6-7
A. Mathematics (3)	
B. Natural Science (3-4)	
Select one course from the following categories: biology, chemistry, earth science, physics	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences.....	1-8

Music Courses82

1. Concentration in Keyboard, Instrument, or Composition

Theory 100, 101,202, 203	12
Ear-Training 150, 151,252, 253	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313	8
Pedagogy 220, 322 ¹	4
Conducting 300 and 301 or 302	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2
Literature of Applied Music 314 ²	2
Principal applied study	24
Secondary applied study(ies)	4
Junior Recital 390.....	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives ³	8
Ensembles	8 semesters

2. Concentration in Voice

Theory 100, 101,202,203.....	12
Ear-Training 150, 151,252, 253.....	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313	8

Pedagogy 220	2
Phonetics 256, 257, 258	3
Conducting 300, 301	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2
Literature of Applied Music 314	2
Voice.....	24
Secondary applied study(ies)	4
Junior Recital 390.....	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	7
Choral ensembles.....	8 semesters

3. Concentration in Piano Pedagogy

Theory 100, 101,202, 203.....	12
Keyboard 140, 141,242, 243	4
Ear-Training 150, 151, 252, 253.....	4
Music Literature 215	2
Conducting 300 and 301 or 302	4
Music History 310, 311,312, 313	8
Literature of Applied Music 314	2
Principal applied study (piano)	22
Secondary applied study(ies)	4
Pedagogy 220, 321,322, 423, 424, 425.....	12
Lecture-recital or workshop 391	1
Graduation Recital 490	1
Keyboard proficiency	
Electives in music	6
Ensembles	8 semesters

Major in Music Education

Liberal Arts and Sciences42

English Composition.....	3
Major British Writers	3
Foreign Language	6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)	

Religion.....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Science.....	9
A. History of Western Civilization (3)	
B. Race and Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	
Mathematics and Natural Sciences	7
Mathematics (3)	
Natural Science (4)	
(Select from one of the following categories:	

¹ Composition concentration: substitute Computers and Music 506 and Instrumentation 304

² Composition concentration: substitute Choral Arranging 308

³ Composition concentration: 9 hours

biology, chemistry, earth science, physics)	
Health and Physical Education ⁴	4
(Choose four activities courses or two	
activities courses and a two	
hour course in health or first aid)	
Electives in liberal arts and sciences	4

Music and Professional Education82

Choral/General Emphasis

Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Woodwind Instruments 070	2
Brass and Percussion Instruments 080	2
String Instruments 060	2
Guitar Lab 068	1
Instrumentation 304	1
Choral Arranging 308	2
Conducting 300, 301	4
Principal applied study	14
Secondary applied study(ies)	3

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Graduation Recital 491	1
Keyboard proficiency	
Ensembles	7 semesters

Music and Professional Education.....82

Instrumental Emphasis

Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Woodwind Instruments 070	2
Brass and Percussion Instruments 080	2
String Instruments 060	3
Guitar Lab 068	1
Instrumentation 304	1
Orchestration 306	2
Conducting 300, 302	4
Principal applied study	14
Secondary applied study(ies)	2
(Secondary applied must include 1 hour of voice)	
Graduation Recital 491	1

Keyboard proficiency	
Instrumental ensembles	7 semesters
Choral ensembles	2 semesters

Education, Methods, and Elective Courses

Materials and Methods Elementary 720	2
Materials and Methods Middle 721	2
Materials and Methods Secondary 722	2
(Choral/General Emphasis) or	
Materials and Methods Instrumental 723	2
(Instrumental Emphasis)	
Educational Psychology 234	3
Foundations of American Education 232	3
Student Teaching 439 (Block)	6
Reading (EDU 471) (Block)	1
Introduction to Audio/Visual Materials	
(EDU 441) (Block)	1

— Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301	4
Church Music 395, 396, 397	6
Internship 934	4
Religion	12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music	18-28
Principal applied (14-24) — Complete 300 level	
(Organ, voice, or piano)	
Secondary applied	4
At least two semesters at 100 level in two of the following (other than principal applied):	
organ, piano, voice	
Graduation Recital 490 or 491	1
Ensembles must include the following experiences:	
Choral ensembles (4 semesters)	
Handbells (2 semesters)	
Accompanying (6 semesters)	
(Students whose principal applied is organ or piano)	

— Requirements for a Minor in Music

24 hours, including the following courses: MUS 100, 101, 140, 141, 150, 151; 6 hours of courses numbered 200 and above (other than ensembles); and 10 additional hours of other approved courses in MUA or MUS (with a limit of 4 hours in ensembles).

⁴ For music education majors, one semester of Marching Band at NC State University may be substituted for one activity course in physical education.

MASTER OF MUSIC

The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School.

THE SCHOOL OF MUSIC

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre,

most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

— *Specific Requirements for Music Majors*

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation

recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

The privilege of making music with others develops musicianship, provides the opportunity to work with others under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain high quality non-collegiate ensemble experiences may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23+ student must complete a minimum of 4 semesters of participation in Meredith ensembles.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic

foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the *Handbook for Music Students*, and from faculty advisers in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisers in advising conferences, the sophomore/ transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading. All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the *Handbook for Music Students*.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

<i>Semester Hours Credit</i>	<i>Weekly Half- Hour Lessons</i>	<i>Weekly Practice Hours</i>
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Piano

Associate Professor Lyman, Coordinator; Professor Fogle; Adjuncts Blackledge, Clyburn, Evans, Heym, Jolly, Jong, Lohr, Mitchell, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the *Piano Handbook*.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

<i>Adjunct Hudson</i>	<i>Cello</i>
<i>Adjunct Dyke</i>	<i>Double Bass</i>
<i>Adjunct Gilmore</i>	<i>Clarinet</i>
<i>Adjunct Nelson</i>	<i>Flute</i>
<i>Adjuncts E. Stephenson and Dunson</i>	<i>Guitar</i>
<i>Adjunct Shull</i>	<i>Oboe</i>
<i>Professor D. Lynch, Coordinator; Adjunct Cherry</i>	<i>Organ</i>
<i>Assistant Professor Roller</i>	<i>Percussion</i>
<i>Adjunct Gilmore</i>	<i>Saxophone</i>
<i>Assistant Professor Roller, Coordinator of Instrumental Music; Adjuncts Atchley, Friedli, M. Garriss, P. Garriss, Partridge, and Randolph</i>	<i>Violin</i>
<i>Associate Professor Williams, Coordinator; Adjuncts Carter, Farrington, Poniros, Sparks and Thomas;</i>	
<i>Accompanist Dupre</i>	<i>Voice</i>

— *For Applied Music courses, see pages 181–185.*

— *For Music courses, see pages 186–190.*

— *For Music Ensemble courses, see pages 185–186.*

COMMUNICATION

Associate Professor Creagh; Assistant Professor Ross; Adjuncts, Brewer, Farmer, Hanford, Hemenway, McCormick, McCoy, Morgan, Porterfield, and Raines.

— Communication

Communication is a field of inquiry that produces a working understanding of the presuppositions, production, performance, and interpretation of communication in its diverse forms ranging from speech to electronic media. Our guiding assumption is that the major in Communication is a form of critical activity. In it, the "everyday" objectivity of human meaning production is called in to question, scrutinized, and transformed. This

work is done for a practical aim. Through our teaching, research, and service, we seek to develop and enhance the ability of students, fellow citizens, and communities to express their interests, understand themselves and others, and to contribute to the aesthetic, political, social, and cultural environments in which they live.

To foster critical awareness of communication choices, behavior, and technologies implies a significant integration of the relationship among conceiving, producing, and understanding communication messages; ethical, creative, and aesthetic perspectives in both teaching and student research; different approaches to communication across the various contexts of the field (interpersonal, group, public, and mass communication); the practical experiences of students as members of the diverse communities to which they belong.

Communication as it is expressed, taught, and studied at Meredith College must be responsive to significant needs, changes, and demands of the various constituencies served by the College.

— *Requirements for a Major*

Major in Communication

Candidates for the Bachelor of Arts with a major in communication must take 24 hours of core requirements and 18 hours of their chosen concentration for a total of 42 hours. The concentrations offered are Mass Communication and Human Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

The Bachelor of Arts with a major in Communication requires at least 42 hours as follows: (Required courses are listed in suggested sequential order.)

Core Courses	24
COM 100.....	3
COM 140, 141 or 142.....	1
COM 225.....	3
COM 260.....	3
COM 300 or COM 450.....	3
COM 325 or COM 350.....	3
COM 380.....	3
COM 410.....	2
COM 495.....	3
Mass Communication Concentration	18
COM 290.....	3
COM 330.....	3
COM 360.....	3
COM 930.....	3

Electives chosen from the following:.....	6
ART 140, ART 130, ART 230, ART 330, BUS 260,	
BUS 361, BUS 365, BUS 466, BUS 467, COM 150, ...	
COM 300, COM 370, COM 375, COM 400,	
ENG 240, ENG 245, ENG 247, ENG 358	

Human Communication Concentration	18
COM 370.....	3
COM 375.....	3
COM 390.....	3
COM 930.....	3
Electives chosen from the following:.....	6
BUS 240, BUS 344, BUS 350, BUS 348, BUS 466,	
BUS 352, CD 335, ENG 270, COM 150, COM 270,	
COM 300, COM 450, COM 400, PHI 210, POL 301,	
POL 303, PSY 212, PSY 312, PSY 332, PSY 410,	
PSY 432, SOC 260, SOC 335, SOC 376	

— *Requirements for a Minor in Communication*

I. Required Courses	12
COM 100 (Introduction to Communication Studies)	
COM 225 (Public Speaking)	
COM 260 (Interpersonal Communication)	
COM 495 (Theories of Human Communication)	
II. Choice of 2 additional courses in Communication ...	6
TOTAL hours	18

— *For Communication courses, see pages 151–153.*

THEATRE

Associate Professor C. Rodgers, Director of Theatre; Assistant Professor Phillips; Technical Supervisor Brown; Technical Assistant Kenny.

— *Requirements for a Major*

1. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

Core	24
Theatre 114 (Introduction to Theatre).....	3

Theater 224 (Basic Acting).....	3
Theater 130-142 (Practica — at least three different areas)	3
Theatre 245 (Stagecraft)	3
Theatre 316, 317 (History).....	6
English/Theatre 350 (Modern Drama) or English 355 or 356 (Shakespeare)	3
Theatre 490 (Project: area of specialization)	3

Additional Courses.....12

The student must select at least 12 credit hours from the following list of courses:

Communication 150 (Voice and Articulation)	3
Theatre 214 (Creative Dramatics)	3
Theatre 130-142 (Theatre Practica) (areas of study to be determined in consultation with major adviser)	1-3
Theatre 246 (Lighting and Sound)	3
Theatre 247 (Costume and Makeup)	3
Theatre 324 (Intermediate Acting)	3
Theatre 424 (Advanced Acting)	3
Theatre 425 (Directing)	3
Theatre 496 (Seminar in Musical Theatre).....	3
Theatre 499 (Internship)	1-3

Students majoring in theatre are expected to participate in departmental productions.

2. Major in Musical Theatre

Candidates for the Bachelor of Arts in Musical Theatre must earn 67 hours of credit, divided among music, dance, and theatre, as indicated below.

This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

Specific requirements are:

Music.....30

MUS 100, 101, 202 (Theory)	9
MUS 150, 151, 252, 253 (Ear-Training)	4
MUS 215 (Music Literature).....	2
MUS 310, 311, 312, or 313 (Music History — choose one)	2
MUA 154, 254 (Voice)	8

(Study in voice must continue each semester throughout the program)

2 semesters of piano study: any combination of MUA 040, MUS 140, MUA 044, MUA 144.....	2
MUS/THE 496 (Seminar in Musical Theatre)	3

Dance.....9

DAN 159 (Movement Improvisation).....	2
DAN 251, 351, or 451 (Ballet II, III, or IV)	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 (Jazz II, III, or IV)	1
DAN 252 (Choreographic Projects)	1 or
DAN 355 (Creative Arts Touring Company)	1
DAN 455 (Dance Production)	3

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

Theatre.....28

THE 114 (Intro to Theatre).....	3
THE 224, 324(Acting)	6
THE 245 (Stagecraft)	3
THE 316 (Theatre History I).....	3
ENG/THE 350 (Modern Drama).....	3
COM 150 (Voice & Articulation)	3
THE 490 (Senior Project)	1
THE 499 (Internship at NCT [administrative]).....	1
THE 133 (Practicum: Lighting).....	1
THE 134 (Practicum: Sound).....	1
THE 135 (Practicum: Costuming)	1
THE 136 (Practicum: Makeup).....	1
THE 141 (Practicum: Publicity)	1

Ensemble requirements: 8 ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines.

3. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

The goals of the curriculum are to insure:

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental

theatrical forms, and basic technical operations related to productions;

- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and
- informed assessment of quality in works of theatre.

The objectives for the curriculum are to develop theatre teachers who would help students by:

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication, and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others;
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in theatre may fulfill humanities/fine arts general education requirements.

— Requirements for a Minor in Theatre

18 hours, including THE 114 and 15 additional hours of approved courses in Theatre.

Students who wish advanced study in music, communication, or theatre should consult with the department head and arrange for it through the special studies options listed on page 129. Students may elect courses through the Cooperating Raleigh Colleges.

— For Theatre courses, see pages 209–212.

PSYCHOLOGY

Professor Huber, Head; Professors Aubrecht, Heining-Boynton, and Hornak; Associate Professors Edwards and Fairbank; Assistant O'DeKirk; Adjuncts DiFranco, Gilleland and Kraft.

THE GOAL OF THE PSYCHOLOGY DEPARTMENT is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

— Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

- Social (PSY 210, 212, 310, 312, 410)
- Clinical (PSY 320, 324, 420, 422, 424)
- Experimental (PSY 330, 332, 334, 430, 432)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

Note: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

— Requirements for a Major in Pre-Art Therapy

The Pre-Art Therapy major is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate student candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Required courses in ART (101, 105, 206, 210, 260, 734, 735, 736). 24 total hours

Required courses in PSY (100, 200, 210 or 310, 300, 312, 320, 332, 420). 25 total hours

— **Requirements for a Minor in Psychology**

18 hours in Psychology; must have a course in statistics. If the statistics course is PSY 200, these hours will count toward the 18 hours in Psychology. Other statistics courses do not count as part of the 18 hours.

— **For Psychology courses, see pages 197–200.**

RELIGION AND PHILOSOPHY

Professor Page, Head; Professor Vance; Assistant Professor Burlein and Nelson; Instructor Suarez.

The Department offers a major in religion and minors in religion and philosophy.

THE DEPARTMENT'S PURPOSE IS TO ENCOURAGE students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and worldviews, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the Department offers general education courses that will develop:

- Knowledge of the basic content of the biblical canon,
- Awareness of the multiplicity of religious traditions,
- Use of skills appropriate to the field of religious studies, including methodology, terminology and analytical tools,
- Power of critical thinking, and
- Understanding of one's own and others' religious and ethical perspectives.

Through its majors and minors, the Department seeks to assist students in their future development of these fac-

ilities by requiring students to study in three areas:

- Biblical studies
- Religious history and thought
- Religion, ethics and society.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options.

Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

— **The General Education Requirement in Religion (see page 48) may be completed as follows:**

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— **Requirements for a Major in Religion**

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343, 344, 345)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 284, 285, 286, 289, 381, 382, 384, 385, 387)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation.

The department offers minors in religion and philosophy.

— **Requirements for a Minor in Religion**

A minimum of 18 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from at least two of the three categories listed for the major in religion (see above). At least one course in philosophy is recommended.

— *Requirements for a Minor in Philosophy*

A minimum of 18 hours in philosophy (or theory courses offered in other departments) is required. Required courses include: PHI 201, PHI 251, and PHI 252. The remaining nine hours may be selected from: PHI 205, PHI 210, PHI 286, PHI 344, PHI 345, ECO 324, PSY 420, SOC 489, or other courses approved by the department head.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 129.

Students may elect courses through the Cooperating Raleigh Colleges.

— *For Philosophy courses, see pages 194–195.*

— *For Religion courses, see pages 200–202.*

SOCIOLOGY and SOCIAL WORK

Associate Professor Brown, Head; Professor Bishop, Social Work Program Director; Professors Sumner and Zingraff; Assistant Professors Denning and Glumm; Adjuncts Albers and Kimball.

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY and a major in social work. A Bachelor of Arts degree is conferred with each major.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to licensure as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience

helpful in planning careers. Students are also encouraged to take a career planning seminar offered through Career Services.

Goals of the Department

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Sociology Program Goals and Objectives

Graduates well grounded in sociology will be able to:

- understand ways to improve interpersonal and intercultural understanding and tolerance,
- understand the role of scholarship in assessment of personal ideas and social policies,
- utilize knowledge and skills for appropriate selection and application of research methods and statistics,
- engage in critical thinking skills that distinguish individual and institutional actions and outcomes,
- engage in critical thinking skills that apply the dialectic to societal patterns of domination and subordination,
- utilize knowledge about the social foundation of rewarding and enduring communities.

Social Work Program Educational Outcomes (Program Objectives)

Graduates well grounded in foundation beginning generalist practice will be able to:

- Engage in critical thinking in the context of beginning generalist social work practice.
- Practice within the values of the social work profession and with an understanding of and respect for the positive value of diversity.
- Use personal, professional influence as a beginning generalist practitioner with individuals, families, groups, and organizations.
- Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social economic justice.
- Understand the history of the social work profession and the current structures and issues.
- Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
- Apply knowledge of the bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to analyze the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities.)
- Analyze the impact of social policies on client systems,

workers, and agencies.

- Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.
- Use communication skills effectively with a variety of client populations, colleagues, and members of the community.
- Use supervision appropriate to generalist practice.
- Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

— *Prerequisites for Sociology Courses:*

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

— *Requirements for a Major or Minor in Sociology*

For a major, a minimum of 30 hours in sociology is required. Preferably by the end of the junior year, SOC 230, 374, and 375 must be completed. Preferably during the senior year, SOC 471, 472, 473, 489 and 496 must be completed. These schedule preferences favor the student's course progression and should be observed as much as possible. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

— *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101; SOC 230, 376; PSY 100; POL 100 (15 semester hours).

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 311, 401, 402, 403 (40 semester hours).

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional generalist social work practice.

Life and Work Experience: The program does not give credit for social work required courses for life and work experience.

Enrollment in Practice Courses and Field: Only social work majors may enroll in social work practice courses (SWK 304, 305, 401) and the field placement (SWK 402) and seminar (SWK 403).

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

— *Requirements for a Minor in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

— *Requirements for a Minor in Women's Studies*

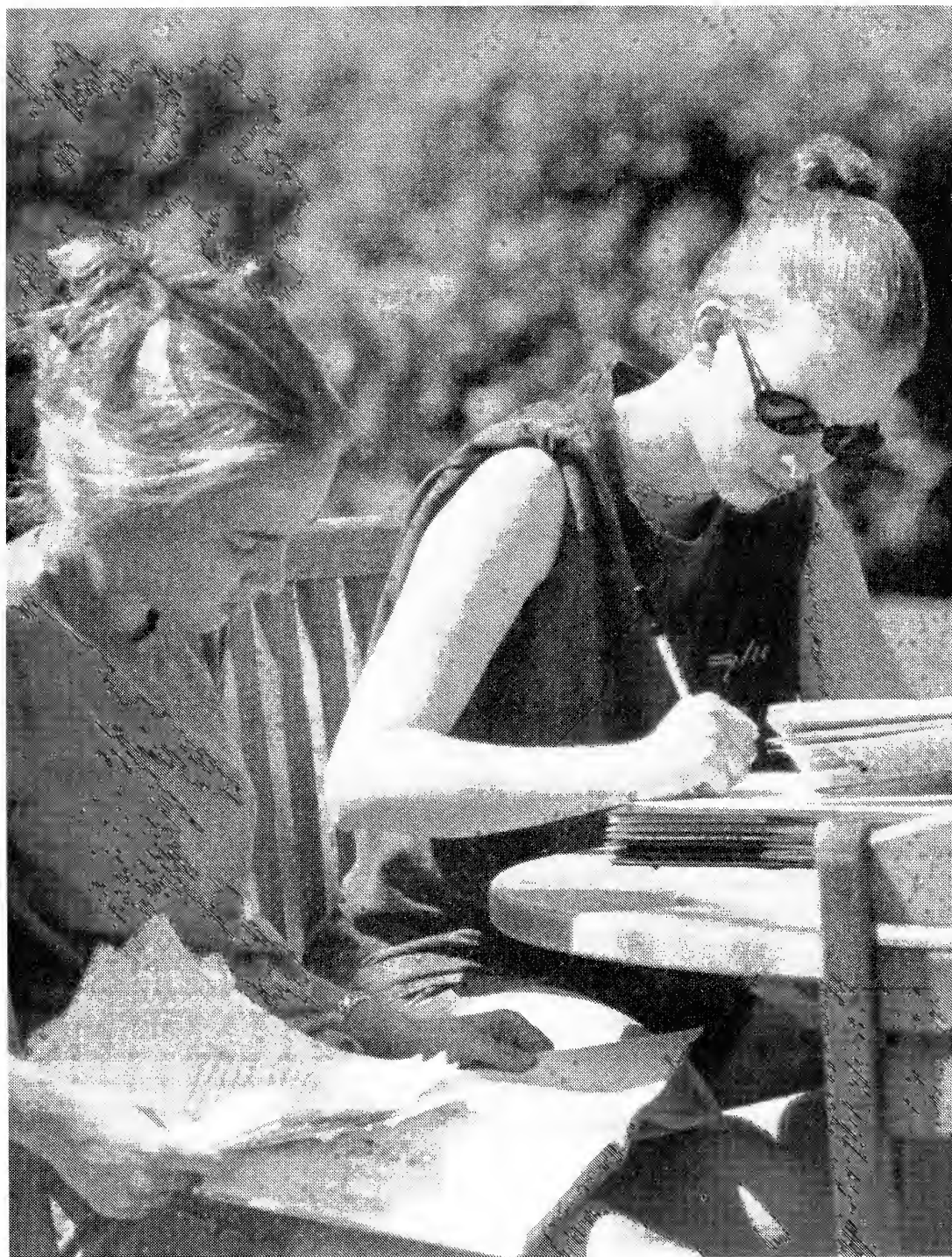
Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 263, REL 283, ART 324, ECO 335, SOC 330, FCS 355, SOC 231, SOC 376, SOC 430) or from approved special studies courses (e.g. HIS/History of Women, ENG/ American Women Writers, DAN/ Bodies of Knowledge, POL/ Gender Politics, FRE, GER SPA/Women's Literature, SOC Gender, Race, and Labor). The internship and any other special studies or equivalent courses must be selected in consultation with the Director of Sociology.

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or on appropriate faculty member to arrange for a special studies option.

Students may elect courses through the Cooperating Raleigh Colleges.

— *For Sociology courses, see pages 202–205.*

— *For Social Work courses, see pages 207–209.*



COURSES OF STUDY

Please Note: Numbers in parentheses after course title refer to semester hours credit. Example (3.00 cr.)

Courses are listed in alphabetical order by subject. Subject codes are:

ACC – Accounting	COE – Cooperative Education	FL – Foreign Language	MUA – Applied Music
ART – Art		FN – Foods & Nutrition	MUE – Music Ensembles
BIO – Biology	COM – Communication	GEO – Geography	MUS – Music
BK – Birth-Kindergarten Licensure	CPS – Career Planning	GER – German	PED – Physical Education
BUS – Business	CSC – Computer Science	HED – Health	PHI – Philosophy
CAP – Capstone	DAN – Dance	HIS – History	PHY – Physics
CD – Child Development	ECO – Economics	ID – Interior Design	POL – Political Studies
CFM – Clothing & Fashion Merchandising	EDU – Education	IDS – Interdisciplinary Studies	PSY – Psychology
CHE – Chemistry	ENG – English	ITA – Italian	REL – Religion
CIS – Computer Information Systems	ESS – Exercise & Sports Science	LAT – Latin	SCI – Science
	FCS – Family & Consumer Science	LEG – Legal Studies	SOC – Sociology
		MAT – Mathematics	SWK – Social Work
			THE – Theatre

- With the exception of some applied music (MUA) classes, developmental/remedial courses are numbered lower than 100 and are taught for pass/fail grading. These courses are not included in a student's hours earned toward graduation and are not included in her overall or Meredith average. Developmental/remedial courses do count in a student's semester load, but are not included in hours counted for Dean's List.

- Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; courses open to graduate students and by permission to undergraduate students in the 500s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN each department or school in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department or school in which credit is given.
3. Each course must have the approval of the vice president for academic affairs.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is

- through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
 7. Up to four semester hours of credit may be granted for such courses.
 8. The option may be pursued on multiple occasions.
 9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P/F options.

ACCOUNTING

ACC-230 Principles of Accounting I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)
A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.
Lecture/Discussion.

ACC-231 Principles of Accounting II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)
The application of accounting principles to partnerships and corporations; analysis of financial reports and statements, and preparation of cash flow statements.
Lecture/Discussion. Prerequisites: take ACC-230.

ACC-330 Intermediate Accounting I (3.00 cr.)
(Fall, Course Offered Every Year)
The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate-, and long-term obligations; and investments. Lecture/Discussion. Prerequisites: take ACC-231; minimum grade C.

ACC-331 Intermediate Accounting II (3.00 cr.)
(Spring, Course Offered Every Year)
A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholder's equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed.
Lecture/Discussion. Prerequisites: take ACC-330; minimum grade C.

ACC-332 Managerial Accounting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)
The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Lecture/Discussion.
Prerequisites: take ACC-231.

ACC-333 Cost Accounting (3.00 cr.)
(Spring, Course Offered Every Year)
The analysis of cost factors and their relationship to production, emphasizing cost procedures and information systems; standard costs and variance analysis. (ACC-332 is strongly recommended.) Lecture/Discussion.
Prerequisites: take 1 group (take ACC-231 ACC-332 /take ACC-231 ACC-330).

ACC-336 Federal Taxation - Individuals (3.00 cr.)
(Fall, Course Offered Every Year)
A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Lecture/Discussion. Prerequisites: take ACC-231.

ACC-337 Fed Tax - Corp & Partnerships (3.00 cr.)
(Spring, Course Offered Every Year)
A comprehensive interpretation, analysis and application of the federal tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Lecture/Discussion.
Prerequisites: take ACC-336.

ACC-436 Selected Topics in Accounting (3.00 cr.)
(Fall, Course Offered Every Year)
A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation, plans, leases, foreign currency transactions and translation, income allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board.
Lecture/Discussion. Prerequisites: take 1 group (take ACC-331 CIS-120 /take ACC-331 BUS-120).

ACC-437 Advanced Accounting (3.00 cr.)
(Fall, Course Offered Every Year)
A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities, and voluntary health and welfare organizations. Lecture/Discussion.

Prerequisites: take 1 group (take ACC-331 BUS-120 /take ACC-331 CIS-120).

ACC-438 Auditing (3.00 cr.)
(Spring, Course Offered Every Year)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Lecture/Discussion. Prerequisites: take ACC-331.

ACC-440 Legal Envir. of Accounting (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam. Lecture/Discussion.

ACC-498 Honors Thesis in Accounting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Research, Honors Thesis.

ART

ART-100 Theory & Prac. of Visual Arts (2.00 cr.)
(Fall, Course Offered Every Year)

Concepts and theories inherent in the visual arts are introduced and discussed with practical application through writing and oral studio projects. Careers are discussed by professional artists and designers in their work spaces. Studio fee assessed. Studio, Lecture/Discussion.

ART-101 Drawing I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed. Studio.

ART-103 Computer Drawing (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the computer as an artistic tool for

painting, drawing and design. This course will introduce the student to the computer as a means of artistic expression. Students will learn to draw, paint, and design on the computer using appropriate software. No computer experience is required for this course. Pass/Fail grading only. Studio.

ART-104 Oak Leaves (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

As apprentices on the staff of Meredith's yearbook, "Oak Leaves," students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. Among the areas included will be layout design, photography, computer graphics, editing, selling ads, fund raising, and writing copy. Pass/Fail grading only. May be repeated for credit. Additional time required. Internship.

ART-105 Two-Dimensional Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed. Studio.

ART-130 Photography I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed. Studio.

ART-140 Intro to Graphic Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. Six studio hours per week. Studio fee assessed. Studio.

ART-142 Hist of Arch. Interior & Furn. (3.00 cr.)
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary fur-

niture designers. Also offered as ID-142.
Lecture/Discussion.

ART-144 Interior Design I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Lecture/Discussion, Studio. Prerequisites: take ART-101. Corequisite courses: ART-101.

ART-160 Ceramics I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week. Studio fee assessed. Studio.

ART-201 Drawing II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-101.

ART-206 Color Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-101, ART-105.

ART-207 Three-Dimensional Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. May be repeated once for credit to explore additional media techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-101 ART-105.

ART-210 Painting I (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to basic painting techniques and media. Oil and water-based media are usually offered in

alternating years. May be repeated for credit. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-206.

ART-220 Topics in Non-Western Art (3.00 cr.)
(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit. Lecture/Discussion.

ART-221 Srv. W. Art-Ancient, Medieval (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing. Lecture/Discussion.

ART-222 Srv. W. Art-Ren. to Modern (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing. Lecture/Discussion.

ART-230 Photography II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Studio. Prerequisites: take ART-130.

ART-244 Fundamental Concepts of Art (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through experimentation with art materials appropriate for us at different ages. Lecture/Discussion.

ART-245 Typography and Layout (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-101 ART-105 ART-140. Corequisite courses: ART-246.

ART-246 Typography Lab (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students will be taught computer hard- and software pertaining to the profession of graphic design in print media. Students will receive assignments to solve visual problems on the Macintosh that connect to the content of the projects dealt with in ART-245. Occasionally, students will receive additional projects that help them with specific problem areas. Lab. Corequisite courses: ART-245.

ART-248 Illustration I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-206 or ID-243.

ART-260 Ceramics II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-160.

ART-270 Fibers (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-206.

ART-275 Metals (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to traditional metal techniques.

Through design emphasis and direction, students learn the use of tools, equipment, processes, materials, methods, and techniques related to the fabrication of small-scale objects and/or jewelry. The course will cover design layout, pattern-making, sawing, piercing, soldering, finishing, photo-etching, casting, anodic oxidation, and selected processes. May be repeated for credit. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-105.

ART-301 Life Drawing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. May be taken without prerequisite courses with instructor's consent. May be repeated for credit. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-101.

ART-310 Painting II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Studio. Prerequisites: take ART-210.

ART-315 History of Costume (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as CFM-315. Lecture/Discussion.

ART-323 Topics in Art History (3.00 cr.)
(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken without prerequisite courses with instructor's consent. Lecture/Discussion. Prerequisites: take ART-221(200) or ART-222(202).

ART-324 Topics in Modern Art History (3.00 cr.)
(Fall, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Lecture/Discussion. Prerequisites: take ART-221(200) or ART-222(202).

ART-330 Photographic Tech. & Processes (3.00 cr.)
(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-130.

ART-342 Digital Imaging I (3.00 cr.)
(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-206 ART-245 ART-246.

ART-348 Illustration II (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART-248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Six studio hours per week. May be repeated for credit. Studio fee assessed. Studio. Prerequisites: take ART-248.

ART-350 Printmaking I (3.00 cr.)
(Spring, Course Offered Every Year)

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Six studio hours per week. Studio. Prerequisites: take ART-206.

ART-351 Printmaking II (3.00 cr.)
(Varies-Contact Dept. Head)

Editions produced by incorporating intaglio and/or relief multi-plate techniques. Six studio hours per week. May be repeated for credit. Studio fee assessed. Studio. Prerequisites: take ART-101 ART-201 ART-350.

ART-365 Sculpture (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to sculptural concepts through modeling, carving, casting, and assembling media: Six studio hours per week. May be repeated for credit. Studio fee assessed. Studio. Prerequisites: take ART-207.

ART-394 Graphic Design Studio (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular project, organizer of special activities [e.g. field-trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. Studio. Prerequisites: take ART-245 ART-246.

ART-404 Book Design (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, "Oak Leaves." Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. May be repeated for credit. ART-394 is a prerequisite or a corequisite. Studio.

ART-415 Draping (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor.

Also offered as CFM-415. Lab. Prerequisites: CFM-115 and CFM/ART-417.

ART-417 Apparel Design (3.00 cr.)
(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as CFM-417. Lab. Prerequisites: take CFM-115.

ART-493 Senior Seminar (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

All senior Studio Art majors must complete this course prior to taking senior project [ART-494]. Students will review and assess strengths in their work and identify areas for additional research for their senior project. Seminar topics focus on the profession of art. Studio fee assessed. Additional time to be arranged. Seminar.

ART-494 Senior Project (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

All art majors should register for this course in the last semester of the senior year. Studio and Art Education students will prepare and hang an exhibition of their work [1 credit]. Graphic Design students will prepare a portfolio of their work and their credits can vary with the number of formats selected for their portfolio [2-3 credits]. Art History students will write a research paper [3 credits]. Credits for Art History students may be divided between the last two semesters to equal 3 credits, or be completed in one semester. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Studio fee assessed to all students except art history majors. Studio, Senior Thesis.

ART-495 Portfolio Photography (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

this course provides students with the basic information necessary for making high quality slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the copy stand, lighting, tungsten-balanced film, metering with a gray card, film exposure, depth-of-field, slide masking, and slide labels. Studio time will be scheduled during class for students to photograph their artwork. Students should complete the course with excellent skills for photographing all types of artwork, as well as a completed slide portfolio. Studio fee assessed. Studio.

ART-734 Theory & Methods Art Pre-K-5 (3.00 cr.)
(Every Third Semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-735, ART-736. Studio fee assessed. Lecture/Discussion, Field Placement.

ART-735 T & M Art in Middle Sch 6-8 (3.00 cr.)
(Every Third Semester)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and extensive early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this class. Studio fee assessed. Offered in rotation with ART-734, ART-736. Field Placement, Lecture/Discussion.

ART-736 T & M Art in High Sch 9-12 (3.00 cr.)
(Every Third Semester)

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Unit development and computer competencies are among topics covered. Twelve hours of studio art must be completed before registering for this class. Offered in rotation with ART-734, ART-735. Studio fee assessed. Field Placement, Lecture/Discussion.

ART-744 Art in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Integration of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. Studio fee assessed. Lecture/Discussion, Studio. Prerequisites: IDS-100 or ART-221 or 222.

BIOLOGY

BIO-101 General Biology I (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization. Three lectures per week. Lecture/Discussion. Corequisite courses: BIO-141.

BIO-102 General Biology II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Three lectures per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-142.

BIO-141 General Biology I Laboratory (1.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Laboratory exercises designed to illustrate the principles considered in BIO-101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Lab. Corequisite courses: BIO-101.

BIO-142 General Biology II Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO-102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Meets two hours per week. Lab. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-102.

BIO-211 Plant Biology (3.00 cr.)
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 even to systems of maintenance, activity and continuity. The ecological and economic importance of invertebrates is emphasized. Three lectures per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-242.

BIO-234 Principles of Ecology (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-244.

BIO-241 Plant Biology Laboratory (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Lab. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-211.

BIO-242 Invertebrate Zoology Lab (2.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Three laboratory hours per week. Lab. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-222.

BIO-244 Principles of Ecology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per week. Lab. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-234.

BIO-251 Cell Biology (3.00 cr.)
(Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescence, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize

eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 CHE-111 CHE-141. Corequisite courses: CHE-112, CHE-142.

BIO-252 Human Genetics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-254 Evolution-Biological Systems (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. May be taken without prerequisite courses with instructor consent. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-256 Techniques in Microscopy (1.00 cr.)
(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. One practicum hour per week. Practicum. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-258 Techniques in Tissue Culture (1.00 cr.)
(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Practicum. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-299 Research Development (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Research Development is a research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Seminar, Research. Prerequisites: take BIO-101 BIO-141.

BIO-311 Histology (3.00 cr.)
(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. BIO-321 and 345 are recommended prerequisites. Three lecture-laboratory hours per week. Lecture/Discussion, Lab. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-314 Parasitology (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. BIO-222 and BIO-242 are recommended prerequisites. Lecture/Discussion, Lab. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-321 Comparative Vertebrate Anat. (2.00 cr.)
(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology (3.00 cr.)
(Fall, Course Offered Every Year)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Lecture/Discussion. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: BIO-343.

BIO-325 Environmental Science (4.00 cr.)
(Fall, Odd-Numbered Years Only)

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Three class hours and three laboratory hours per week. Lecture/Discussion, Lab. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142.

BIO-334 Microbiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Lecture/Discussion. Prerequisites: # take BIO-101 BIO-141 # take BIO-102 BIO-142 or BIO-251 # take CHE-111 CHE-112 CHE-221. Corequisite courses: BIO-344.

BIO-342 Human Anat. and Physiol. Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Lab. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab (1.00 cr.)
(Fall, Course Offered Every Year)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Lab. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Lab. Prerequisites: # take BIO-101 BIO-141 # take BIO-102 BIO-142 or BIO-251 # take CHE-111 CHE-112 CHE-221. Corequisite courses: BIO-334.

BIO-345 Comp. Vertebrate Anat. Lab (2.00 cr.)
(Fall, Course Offered Every Year)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Lab. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-321.

BIO-352 Symbiology (3.00 cr.)
(Fall, Course Offered Every Year)

The study of symbiosis [living together] between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-356 Biotechnology (4.00 cr.)
(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those

interested in environmental or health issues.

Lecture/Discussion, Lab. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142.

BIO-358 Aquatic Field Studies (2.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Lab. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142 MAT-245.

BIO-359 Terrestrial Field Studies (2.00 cr.)
(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One three-hour field meeting per week. Lab. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142 MAT-245.

BIO-431 Genetics (3.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Lecture/Discussion. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Lecture/Discussion. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141.

BIO-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide

practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Lab.

Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141. Corequisite courses: BIO-436.

BIO-461 Genetics Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is a recommended prerequisite. Three laboratory hours per week. Lab. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours. Honors Thesis, Research.

BIO-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete two semesters of BIO-499 for a total of six hours. Seminar, Research.

BIRTH – KINDERGARTEN**BK-337 Observation of Young Children** (3.00 cr.)
(Fall, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques such as parent-child and child-child interactions, assessment of play, and environmental assessment will be presented. Lecture/Discussion. Prerequisites: # take PSY-210 or PSY-310 # take CD-234 CD-334.

BK-341 Variations in Early Develop. (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of the biologic and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Lecture/Discussion. Prerequisites: # take PSY-210 or PSY-310 # take PSY-312 CD-234 CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum (1.00 cr.)
(Spring, Course Offered Every Year)

Placements in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Practicum. Prerequisites: # take PSY-210 or PSY-310 # take PSY-312 CD-234 CD-334. Corequisite courses: CD-340, BK-341.

BK-445 Adv. Curriculum Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Lecture/Discussion. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 # take BK-337 BK-341 BK-342.

BK-460 Clin. Intern.: Infant/Toddler (3.00 cr.)
(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Fee: \$100. Internship, Seminar. Instructor's consent required. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 # take BK-337 BK-341 BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration (3.00 cr.)
(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The roles of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multi-disciplinary and trans-disciplinary programs. Issues related to ethics and professional conduct will be discussed. Seminar. Instructor's consent required. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 CD-438 # take BK-341 BK-342 BK-337. Corequisite courses: BK-460.

BK-469 Field Experience (1.00 cr.)
(Spring, Course Offered Every Year)

Supervised student teaching with preschoolers and/or kindergartners in the public schools under the direction of a cooperating teacher with faculty supervision. A full-time, 10-week teaching experience. Your cooperating teacher will be your true mentor through this learning experience. Your Meredith supervisor's role will be to provide structure, coordination and the supplemental seminar. Field Placement. Prerequisites: take EDU-439.

BUSINESS**BUS-110 Fundamentals of Business** (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department. [Not open to junior and senior majors in the School of Business.] Lecture/Discussion.

BUS-120 Spreadsheets (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as CIS-120. Pass/fail grading only. Computer Module. Prerequisites: take CIS-101.

BUS-240 Principles of Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen. Lecture/Discussion.

BUS-260 Principles of Marketing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen. Lecture/Discussion.

BUS-310 International Business (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Lecture/Discussion. Prerequisites: take BUS-240 BUS-260 ECO-100 CIS-131.

BUS-340 Business Law I (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of the legal and regulatory environment of business, including ethics and the place of law in society. Lecture/Discussion.

BUS-344 Business Communications (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting. Lecture/Discussion.

BUS-345 Quantitative Methods (3.00 cr.)
(Varies-Contact Dept. Head)

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Lecture/Discussion. Prerequisites: take BUS-240 MAT-245.

BUS-348 Organizational Behavior (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Lecture/Discussion. Prerequisites: take BUS-240.

BUS-350 Human Resource Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Lecture/Discussion. Prerequisites: take BUS-240.

BUS-352 Training and Development (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Lecture/Discussion. Prerequisites: take BUS-350.

BUS-361 Consumer Behavior (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Lecture/Discussion. Prerequisites: take BUS-260.

BUS-365 Marketing Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally)

the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Lecture/Discussion. Prerequisites: take BUS-260 MAT-245.

BUS-369 International Marketing (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Lecture/Discussion. Prerequisites: take BUS-260.

BUS-370 Corporation Finance (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Lecture/Discussion. Prerequisites: take 1 group (take ACC-231 ECO-101 MAT-245 BUS-120 /take ACC-231 ECO-101 MAT-245 CIS-120).

BUS-452 Compensation and Benefits (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Lecture/Discussion. Prerequisites: take BUS-350.

BUS-456 Industrial Relations (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Lecture/Discussion. Prerequisites: take BUS-240.

BUS-458 Employment Law (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the principles of employment law including the employer-employee relationship, selection of employees, the Civil Rights Act, affirmative action, discrimination, and government regulations of the workplace. Lecture/Discussion.

BUS-466 Sales Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling to organizational customers and to the ultimate consumer, and the management of the sales functions. Students will be required to make several presentations. Lecture/Discussion. Prerequisites: take BUS-240 BUS-260 CIS-131.

BUS-467 Advertising & Sales Promotion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Lecture/Discussion. Prerequisites: take BUS-240 BUS-260 CIS-131.

BUS-468 Marketing Mgmt. and Planning (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Lecture/Discussion. Prerequisites: take BUS-240 BUS-260 CIS-131.

BUS-472 Intermediate Financial Mgmt (3.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Lecture/Discussion. Prerequisites: take BUS-370.

BUS-474 Invest. Analy. & Portfolio Mgt (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Lecture/Discussion. Prerequisites: take BUS-370.

BUS-480 Business Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors with a minimum GPA of 2.00. Students may not receive credit for both

BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only. Internship.

BUS-481 Human Resource Mgmt. Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors with a concentration in Human Resource Management and a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only. Internship.

BUS-495 Business Policy (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Lecture/Discussion. Prerequisites: take 1 group (take ACC-332 BUS-240 CIS-120 /take ECO-300 BUS-240 CIS-120 /take ACC-332 BUS-240 BUS-120 /take ECO-300 BUS-240 BUS-120).

BUS-498 Honors Thesis in Business (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Research, Honors Thesis.

BUS-499 Research in Business (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours. Research.

BUS-764 Teaching of Business (3.00 cr.)
(Fall, If Sufficient Demand)

Methods and materials for teaching business subjects in the secondary schools; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. Lecture/Discussion.

CAPSTONE

CAP-400 Human Horizons: Past & Future (3.00 cr.)
(Varies-Contact Prog. Director)

A historical view of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas. Lecture/Discussion.

CAP-401 Living Revolution (3.00 cr.)
(Varies-Contact Prog. Director)

This course examines revolutionary developments that have transformed past human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society. Lecture/Discussion.

CAP-404 Humanity and Conflict (3.00 cr.)
(Varies-Contact Prog. Director)

This Capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies -- both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the contin-

uing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution. Lecture/Discussion.

CAP-405 Coming of Age in the Milky Way (3.00 cr.)
(Varies-Contact Prog. Director)

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious and consistent. And yes—we will look through telescopes! Lecture/Discussion.

CAP-406 The Myths We Live by (3.00 cr.)
(Varies-Contact Prog. Director)

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students to identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change. Lecture/Discussion.

CAP-407 Awareness and Discovery (3.00 cr.)
(Varies-Contact Prog. Director)

The United States is a pluralistic society that is experiencing considerable tension as its population grows more aware of its cultural diversity. This course is designed to examine the dynamics of the cultural encounter, that is, what happens when two cultures or individuals meet and define each other. We will explore the meaning of this

discovery of "the other" as a process of self-definition. We will uncover the assumptions drawn from our own limited knowledge base and the beliefs based on our own religious training, science education, and cultural conditioning. We will consider how these assumptions and beliefs, often latent, shape who we are as individuals and define the ways that we interpret and impose meaning on the world. Our intent is that students and faculty appreciate individuality, indeed recognize this as one of our society's traditional strengths. The quest for such a perspective on human interaction involves not only awareness of it but also a commitment to it as an ongoing process. The action component of the course will require students to translate their growing cultural awareness and commitment into the solution of a relevant cultural problem. Lecture/Discussion.

CAP-408 The Restless Tide (3.00 cr.)
(Varies-Contact Prog. Director)

A "tidal wave" of viral and microbial diseases is predicted to be one of the major threats to the continued survival and health of humans. An examination of emerging diseases will provide a context within which the skills common to all Capstone courses will be developed. This course will examine the past, present and future biological and social aspects of the origin, spread, and effects of infectious diseases. It is designed to assist students in using critical thinking skills to develop a broad-based understanding of issues which will enable them to make informed and effective decisions at both a personal and community level. The action component of the course will provide students with an opportunity to apply their understanding to analyzing social issues and needs, proposing solutions, and conducting community projects which result in changes. Lecture/Discussion.

CHILD DEVELOPMENT

CD-234 The Preschool Child (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Three hours of lecture and three hours of laboratory each week. Lecture/Discussion, Lab.

CD-334 Infant Development (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the development of children from birth to age two, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture and three hours laboratory each week. Lecture/Discussion, Lab. Prerequisites: take CD-234.

CD-335 Marriage/Family Relationships (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living. Lecture/Discussion.

CD-336 Preschool Curriculum (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Fee: \$55. Lecture/Discussion, Lab. Prerequisites: take CD-234 CD-340.

CD-340 Young Children's Learning Env. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B-K licensure. Lecture/Discussion. Prerequisites: take CD-234 CD-334.

CD-434 Infant Curriculum (3.00-4.00 cr.)
(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Fee: \$55. Lecture/Discussion, Lab. Prerequisites: take CD-234 CD-334.

CD-436 Admin. of Prog. Young Children (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; and working with parents and governing boards. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Lecture/Discussion. Prerequisites: take CD-234.

CD-438 Support & Strength Families (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Lecture/Discussion. Prerequisites: take CD-234 CD-334.

CD-440 Rdgs Presch Educ & Early Inter (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U. S. A special focus will be on examining theoretically-based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Lecture/Discussion. Prerequisites: take CD-234 CD-334 CD-340.

CD-450 Adv. Practicum & Seminar (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 150 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Fee: \$75. Practicum, Seminar. Instructor's consent required.

Prerequisites: take CD-234 CD-334 CD-340 CD-336.

CD-498 Honors Thesis in Child Dev. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Research, Honors Thesis.

CLOTHING AND FASHION MERCHANDISING

CFM-115 Prin. of Clothing Construction (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week. Lecture/Discussion, Lab.

CFM-212 Visual Merchandising (3.00 cr.)
(Fall, Course Offered Every Year)

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout. Lecture/Discussion.

CFM-213 Clothing and Society (3.00 cr.)
(Spring, Course Offered Every Year)

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied. Lecture/Discussion.

CFM-214 Apparel Merchandising (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle. Lecture/Discussion.

CFM-314 Retail Merchandising (4.00 cr.)
(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and mer-

chandising mathematics. Includes laboratory application of retail functions. Lecture/Discussion.

CFM-315 History of Costume (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315. Lecture/Discussion.

CFM-316 Tailoring (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Lecture/Discussion, Lab. Prerequisites: take CFM-115.

CFM-413 Special Problems in Retailing (2.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulate for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Lecture/Discussion. Prerequisites: take CFM-314.

CFM-414 Apparel Design Development (2.00 cr.)
(Spring, Course Offered Every Year)

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Lecture/Discussion. Prerequisites: take CFM-115 CFM-214.

CFM-415 Draping (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Lab. Prerequisites: # take CFM-115 # take CFM-417 or ART-417.

CFM-417 Apparel Design (3.00 cr.)
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-417. Lab. Prerequisites: take CFM-115.

CFM-418 Textiles (3.00 cr.)
(Fall, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles. Lecture/Discussion.

CFM-421 CAD Apparel Design (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience. Lab.
Prerequisites: take CFM-115 CFM-417.

CFM-495 Senior Project (3.00 cr.)
(Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least ten complete, original outfit designs. Studio.

CFM-498 Honors Thesis in CFM (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Research, Honors Thesis.

CHEMISTRY

CHE-100 Chemistry and Society (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society. Lecture/Discussion.

CHE-111 General Chemistry I (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Lecture/Discussion. Corequisite courses: CHE-141.

CHE-112 General Chemistry II (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Lecture/Discussion. Prerequisites: take CHE-111 CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory (1.00 cr.)
(Fall and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-111. Three laboratory hours per week. Lab. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab (1.00 cr.)
(Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-112, including qualitative and quantitative analysis. Three laboratory hours per week. Lab. Prerequisites: take CHE-111 CHE-141. Corequisite courses: CHE-112.

CHE-221 Organic Chemistry I (3.00 cr.)
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Lecture/Discussion. Prerequisites: take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Lecture/Discussion. Prerequisites: take CHE-221 CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week.

Lab. Prerequisites: take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Lab. Corequisite courses: CHE-222.

CHE-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours. Research. Corequisite courses: SCI-299.

CHE-350 Quantitative Analytical Chem. (4.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Lecture/Discussion, Lab. Prerequisites: take CHE-112.

CHE-415 Special Topics in Chemistry (1.00-3.00 cr.)
(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Lecture/Discussion. Instructor's consent required.

CHE-420 Chem Thermodynamics & Kinetics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Lecture/Discussion. Prerequisites: take CHE-112 PHY-212 MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week. Lecture/Discussion. Prerequisites: take CHE-112 PHY-212 MAT-211.

CHE-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Lecture/Discussion. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141.

CHE-441 Experimental Physical Chem I (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Lab. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chem II (1.00 cr.)
(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Lab. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Lab. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141. Corequisite courses: CHE-436.

CHE-474 Inorganic & Bioinorganic Chem. (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Lecture/Discussion. Prerequisites: take CHE-221 CHE-241.

CHE-490 Seminar (1.00-2.00 cr.)
(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading only. Seminar.

CHE-498 Honors Thesis in Chemistry (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty. Research, Honors Thesis. Prerequisites: take CHE-222.

CHE-499 Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or corequisite to this course. Research. Prerequisites: take CHE-222.

COMPUTER INFORMATION SYSTEMS

CIS-101 Introduction to Computing (1.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A basic introduction to using the PC with emphasis on a Graphical User Interface [GUI] such as Windows. An introduction to basic computer terminology; formatting and disk management; directory and file creation, use and management will also be covered. An introduction to application software by using a word processor. No prior knowledge of computers is required. Pass/Fail grading only. Computer Module.

CIS-112 Word Processing (1.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Formatting, storage, and retrieval of text-based documents including advanced features such as tables, columns, and merges. Extensive use of microcomputer software such as MS Word. Pass/Fail grading only. Computer Module. Prerequisites: take CIS-101.

CIS-114 Advanced Word Processing (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Advanced office skills such as creating a database, sort-

ing and merging; advanced tables and spreadsheet features; integrating pre-drawn graphics into documents; and desktop publishing. Other topics include: hypertext, the equation editor, and other topics as determined by the interests of the students. This course includes a project. Hands-on use of software such as MS Word. Pass/Fail grading only. Computer Module. Prerequisites: take CIS-101.

CIS-120 Spreadsheets (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as BUS-120. Pass/fail grading only. Computer Module. Prerequisites: take CIS-101.

CIS-131 Presentation Graphics (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Charting data by graphical representation and designing diagrams for presentation purposes. Extensive use of microcomputer software such as MS Powerpoint. The course culminates in a project of the student's choice which is presented at the end of the course. Pass/Fail grading only. Computer Module. Prerequisites: take CIS-101.

CIS-140 Databases (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access. Pass/Fail grading only. Computer Module. Prerequisites: take CIS-101.

CIS-150 Exploring the Internet (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Among the topics to be explored are: history of the Internet, "netiquette," using e-mail and news, getting files with FTP, the World Wide Web, dialing up, downloading, uploading files, telnet and more. An e-mail account must be obtained prior to the start of this course. Pass/Fail grading only. Computer Module. Prerequisites: take CIS-101.

CIS-154 Creating Pages for the WWW (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students learn how to create their own web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of

each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics. Pass/Fail grading only. Computer Module. Prerequisites: take CIS-150.

CIS-299 CIS Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)
Research.

CIS-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)
The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CSC-312. Lecture/Discussion. Prerequisites: take 3 credits; from Subjects CIS CSC.

CIS-315 Database Theory and Design (3.00 cr.)
(Fall, Course Offered Every Year)
This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC-315. Lecture/Problem Solving. Prerequisites: take CSC-301.

CIS-370 Ethics and Info. Technology (1.00 cr.)
(Spring, Course Offered Every Year)
Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Lecture/Discussion. Prerequisites: take 5 credits; from Subjects CIS CSC.

CIS-407 Software Engineering (3.00 cr.)
(Spring, Odd-Numbered Years Only)
Introduction to the principles of design, coding, and testing of software projects; the software development

cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CSC-407. Group Study. Prerequisites: take CSC-301.

CIS-412 Systems Analysis and Design (3.00 cr.)
(Fall, Even-Numbered Years Only)
An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Lecture/Problem Solving. Prerequisites: take CIS-312 or CSC-312.

CIS-498 Honors Thesis in Comp Info Sys (3.00 cr.)
(Fall and Spring, Course Offered Every Year)
In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs. Research, Honors Thesis.

CIS-499 Senior Thesis (3.00 cr.)
(Fall and Spring, Course Offered Every Year)
Senior Thesis.

COOPERATIVE EDUCATION

COE-302 Cooperative Education (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.000 in order to enroll. The number of hours credit is determined by the number of hours worked. The signature of the Director of Cooperative Education is required prior to enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Cooperative Education. Instructor's consent required.

COE-403 Cooperative Education (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Supervised professional employment related to student career goals. The number of credit hours is determined by

the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Cooperative Education. Instructor's consent required. Prerequisites: take COE-302.

COMMUNICATION

COM-100 Intro to Communication Studies (3.00 cr.) (Fall, Course Offered Every Year)

This course will include an introduction to each of the fields of communication. These include, but are not limited to: human communication (such as interpersonal and group), performance communication (such as public speaking and oral interpretation), and mass communication (such as advertising and public relations, TV, and print). Lecture/Discussion.

COM-140 House Management (1.00 cr.) (Fall and Spring, Course Offered Every Year)

Students will choose 1 hour from 3 choices to fulfill 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets. Practicum.

COM-141 Publicity (1.00 cr.) (Fall and Spring, Course Offered Every Year)

Students will choose 1 hour from 3 choices to fulfill 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets. Practicum.

COM-142 Box Office (1.00 cr.) (Fall and Spring, Course Offered Every Year)

Students will choose 1 hour from 3 choices to fulfill 1 hour requirement (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services,

marketing, and other eligible on-campus communication outlets. Practicum.

COM-150 Voice and Articulation (3.00 cr.) (Fall, Spring, and Summer, Course Offered Every Year)

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety. Lecture/Discussion.

COM-225 Public Speaking (3.00 cr.) (Fall, Spring, and Summer, Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication. Lecture/Discussion.

COM-260 Interpersonal Communication (3.00 cr.) (Fall, Spring, and Summer, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity of communication skills by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors. Lecture/Discussion.

COM-270 American Sign Language (2.00 cr.) (Fall, Odd-Numbered Years Only)

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language by the end of the course. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. May be taken without prerequisite courses with instructor's consent. Lecture/Discussion. Prerequisites: take COM-150.

COM-290 Intro to Mass Communication (3.00 cr.) (Fall, Course Offered Every Year)

An introduction to the field of mass communication, the study of one message to many. Includes historical foundations, theoretical foundations, and career opportunities in print, broadcasting, advertising, public relations,

and new technologies. Lecture/Discussion.

COM-300 Small Group Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including: stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power. Lecture/Discussion.

COM-325 Oral Interp. of Literature (3.00 cr.)
(Fall, Course Offered Every Year)

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. May be taken without prerequisite course with instructor's consent. Lecture/Discussion. Prerequisites: take ENG-201 or COM-225.

COM-330 Video Production (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A detailed study of studio and remote broadcast productions. The course concentrates on camera techniques and basic editing concepts for the creation of video messages. Lecture/Discussion.

COM-350 Business & Prof. Communication (3.00 cr.)
(Spring, Course Offered Every Year)

The nature of communication theory and practice in business and professional setting. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Lecture/Discussion. Prerequisites: take COM-225.

COM-360 Writing for the Media (3.00 cr.)
(Spring, Course Offered Every Year)

Theory and practice of writing for radio, television, and film. Students create scripts, treatments, and storyboards. Areas of study include news, documentary, instructional, corporate, promotional, and dramatic approaches to scriptwriting. Lecture/Discussion.

COM-370 Nonverbal Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and

cultural setting. Lecture/Discussion.

COM-375 Gender Communication (3.00 cr.)
(Spring, Course Offered Every Year)

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication. Lecture/Discussion.

COM-380 Communication Law and Ethics (3.00 cr.)
(Spring, Course Offered Every Year)

This course introduces students to the laws and ethics of public communication. Includes a review of First Amendment cases that have dealt specifically with communication professions. Congruent with an introduction to legal issues, students engage in a review of ethical theories as related to communication and ethical problem solving. Lecture/Discussion.

COM-390 Intercultural Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Pattern and problems of verbal and nonverbal forms of cross-cultural communication. Avoidance and management of cultural conflict arising from awareness of characteristics and cross-cultural communication. Impact on communication of differing cultural perspectives. Lecture/Discussion.

COM-400 Special Topics in Communic. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Seminars will investigate a specific topic from a communication perspective. Addresses the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, human communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary. Lecture/Discussion.

COM-410 Senior Thesis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm. Senior Thesis, Research.

COM-450 Relational Communication (3.00 cr.)
(Spring, Course Offered Every Year)

An advanced course focusing on theory of family, romantic, and friendship relationships exploring the developmental, maintaining and deterioration stages. Emphasis on verbal, nonverbal, listening, and conflict resolution. Lecture/Discussion. Prerequisites: take COM-260.

COM-495 Theories of Human Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be taken without prerequisite courses with instructor's consent. Lecture/Discussion. Prerequisites: take COM-225.

CAREER PLANNING

CPS-101 Career Planning for Fr and So (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, interview strategies, and professionalism are among the topics presented and practiced. Pass/Fail grading only. Lecture/Discussion.

CPS-301 Career Planning for Jr and Sr (1.00 cr.)
(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only. Lecture/Discussion.

COMPUTER SCIENCE

CSC-201 Computer Science I with Java (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document programs using techniques of good programming style. Counts as an elective in the mathematics and natural science category of the general education requirements. Lecture/Problem Solving. Prerequisites: take 1 group (take MAT-120 or MAT-141 /take MAT-144).

CSC-203 Foundations of Computer Sci. (3.00 cr.)
(Spring, Course Offered Every Year)

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Lecture/Discussion. Prerequisites: take CSC-201.

CSC-212 Comp. Sci. II: Advanced Java (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs. The main focus is object-oriented programming. Lecture/Problem Solving. Prerequisites: take CSC-201.

CSC-262 Discrete Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Lecture/Problem Solving. Prerequisites: take MAT-120 MAT-141 or MAT-144.

CSC-299 Intro to Research in Comp Sci (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit.

May be repeated for a maximum of six credit hours.
Research.

CSC-301 Data Structures & Algorithms (3.00 cr.)
(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Lecture/Problem Solving. Prerequisites: take CSC-212 CSC-262 or MAT-262.

CSC-311 Computer Organization (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Lecture/Problem Solving. Prerequisites: take CSC-203.

CSC-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CIS-312. Lecture/Discussion. Prerequisites: take 3 credits; from Subjects CIS CSC.

CSC-315 Database Theory and Design (3.00 cr.)
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS-315. Lecture/Problem Solving. Prerequisites: take CSC-301.

CSC-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polyno-

mials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Lecture/Problem Solving. Prerequisites: take MAT-212.

CSC-407 Software Engineering (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CIS-407. Group Study. Prerequisites: take CSC-301.

CSC-420 Computer Science Seminar (1.00 cr.)
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Seminar. Prerequisites: take 6 credits; from Subject CSC.

CSC-421 Topics in Computer Science (3.00 cr.)
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied. Lecture/Problem Solving.

CSC-430 Operating Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Lecture/Problem Solving. Prerequisites: take CSC-301 CSC-311.

CSC-498 Honors Thesis in Comp. Sci. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs. Research, Honors Thesis.

CSC-499 Research in Computer Science (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will

formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in computer science or others with permission of the department. May be repeated for credit for a maximum of six hours. Research.

DANCE

DAN-150 Perspectives in Dance (1.00 cr.) (Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year. Lecture/Discussion.

DAN-151 Ballet I (1.00 cr.) (Fall and Spring, Course Offered Every Year)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students. Activity Course.

DAN-152 Folk and Square Dance (1.00 cr.) (Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152. Activity Course.

DAN-153 Modern I (1.00 cr.) (Fall and Spring, Course Offered Every Year)

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students. Activity Course.

DAN-154 Jazz I (1.00 cr.) (Varies-Contact Dept. Head)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students. Activity Course.

DAN-155 African Dance (1.00 cr.) (Varies-Contact Dept. Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students. Activity Course.

DAN-157 Country Line Dance (1.00 cr.) (Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157. Activity Course.

DAN-158 Funk (1.00 cr.) (Varies-Contact Dept. Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers. Activity Course.

DAN-159 Movement Improvisation (2.00 cr.) (Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously. Activity Course.

DAN-200 Dance Appreciation (3.00 cr.) (Fall and Spring, Course Offered Every Year)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances. Lecture/Discussion.

DAN-244 Fundamental Concepts of Dance (1.00 cr.) (Fall and Spring, Course Offered Every Year)

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in five observations in a public school setting. Lecture/Discussion.

DAN-250 Movement Fundamentals (2.00 cr.) (Fall, Course Offered Every Year)

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities. Lecture/Problem Solving. Corequisite courses: DAN-255.

DAN-251 Ballet II (1.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Activity Course.

DAN-252 Partic. in Choreographic Proj. (1.00 cr.)
(Fall, Course Offered Every Year)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Activity Course. Prerequisites: take DAN-159. Corequisite courses: DAN-356.

DAN-253 Modern II (1.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Activity Course.

DAN-254 Jazz II (1.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Activity Course.

DAN-255 Movement Fundamentals Lab (1.00 cr.)
(Fall, Course Offered Every Year)

This course is designed as a corequisite to DAN-250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning. Lab. Corequisite courses: DAN-250.

DAN-256 Dance Composition I (3.00 cr.)
(Varies-See Course Description)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Fall 2002, Spring 2004, Fall 2005. Lecture/Problem Solving. Prerequisites: take DAN-159.

DAN-257 Music for Dance (2.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement. Lecture/Discussion.

DAN-258 Mind/Body Integration (2.00 cr.)
(Spring, Course Offered Every Year)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed. Activity Course.

DAN-259 Improvisation II (2.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Activity Course. Prerequisites: take DAN-159.

DAN-351 Ballet III (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Activity Course.

DAN-352 Dance Repertory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Activity Course. Instructor's consent required.

DAN-353 Modern III (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level stu-

dents. Activity Course.

DAN-354 Jazz III (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Activity Course.

DAN-355 Creative Arts Touring Company (2.00 cr.)
(Spring, Course Offered Every Year)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students. Activity Course.

DAN-356 Dance Composition II (3.00 cr.)
(Varies-See Course Description)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Fall 2001, Spring 2003, Fall 2004. Lecture/Problem Solving. Prerequisites: take DAN-256.

DAN-357 Creative Arts Touring Assist (1.00 cr.)
(Spring, Course Offered Every Year)

This course is designed for students who completed DAN-355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Activity Course. Prerequisites: take DAN-355 or DAN-456.

DAN-359 Dance History (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Lecture/Discussion.

DAN-451 Ballet IV (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Activity Course.

DAN-452 Dance Practicum (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, body work, arts administration, etc. All course specifications must be approved by the instructor prior to registration. DAN-762 is a prerequisite for students enrolling in a teaching practicum. Practicum.

DAN-453 Modern IV (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Activity Course.

DAN-454 Jazz IV (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students. Activity Course.

DAN-455 Dance Production (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A survey of theatre crafts and arts management techniques involved in dance production, including lighting design, publicity and promotion, grantsmanship, touring and time management. Lecture/Discussion.

DAN-456 Meredith Dance Theatre (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Activity Course. Instructor's consent required.

DAN-498 Honors Thesis in Dance (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance fac-

ulty. Research, Honors Thesis.

DAN-499 Dance Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval. Research.

DAN-761 Thy & Meth of Tch Dance, K-6 (3.00 cr.)
(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Lecture/Discussion. Prerequisites: take DAN-159 DAN-250 DAN-255.

DAN-762 Thy & Meth of Tch Dance, 7-12 (3.00 cr.)
(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Lecture/Discussion. Prerequisites: take DAN-761.

DAN-763 Reflective Teaching (1.00-3.00 cr.)
(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Field Placement. Prerequisites: take DAN-761 DAN-762.

ECONOMICS

ECO-100 Macroeconomic Principles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. Lecture/Discussion.

ECO-101 Microeconomic Principles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. Lecture/Discussion.

ECO-274 Consumer Economics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS-274. Lecture/Discussion.

ECO-300 Aggregate Economic Analysis (3.00 cr.)
(Fall, Course Offered Every Year)

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Lecture/Discussion. Prerequisites: take ECO-100.

ECO-301 Price Theory (3.00 cr.)
(Spring, Course Offered Every Year)

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Lecture/Discussion. Prerequisites: take ECO-101.

ECO-322 Economic Geography (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as GEO-322. Lecture/Discussion.

ECO-324 History of Economic Thought (3.00 cr.)
(Varies-Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Lecture/Discussion. Prerequisites: take ECO-100 ECO-101.

ECO-334 International Economics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Lecture/Discussion. Prerequisites: take ECO-100 ECO-101.

ECO-335 Gender and the Economy (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Lecture/Discussion. Prerequisites: take ECO-100 or ECO-101.

ECO-355 Money and Banking (3.00 cr.)
(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Lecture/Discussion. Prerequisites: take ECO-100 ECO-101.

ECO-356 Public Policy Economics (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Lecture/Discussion. Prerequisites: take ECO-101.

ECO-364 Labor Economics (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Lecture/Discussion. Prerequisites: take ECO-101.

ECO-435 Comparative Economic Systems (3.00 cr.)
(Varies-Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Lecture/Discussion. Prerequisites: take ECO-100 ECO-101.

ECO-498 Honors Thesis in Economics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Research, Honors Thesis.

ECO-499 Research in Economics (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours. Research.

EDUCATION

EDU-232 Foundations of American Educ. (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening. Lecture/Discussion.

EDU-234 Educational Psychology (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time. Lecture/Discussion.

EDU-255 Literature in the Elem. School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special atten-

tion to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered.

Lecture/Discussion.

EDU-300 Introduction to Language Arts (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is the second in a series of courses designed to assist students in becoming knowledgeable about materials, theories, philosophies, and instructional approaches in the teaching of language arts. Up to ten hours of field experiences are required during school hours. Please note that as language arts are typically taught during the morning, a student will have to allow time in her schedule for observations and mini teaching experiences.

Lecture/Discussion. Prerequisites: take EDU-255.

EDU-336 Mathematics in Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The mathematics content of the elementary school curriculum is reviewed as students investigate strategies for teaching and assessing that content. Observations and field experiences outside of the regularly scheduled class time are periodically expected. Therefore, students will want to take this course when their schedule allows for a two-hour block of time [preferably 10-12 or 11-1] at least one day a week. Students are most successful in this course when they have successfully completed EDU-234, Educational Psychology, and are no more than two semesters away from student teaching. Lecture/Discussion. Prerequisites: take EDU-234.

EDU-340 Teaching in the Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Lecture/Discussion. Corequisite courses: EDU-342, EDU-344.

EDU-342 Preservice Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. Some school observations will be required within the scheduled time period. Practicum. Corequisite courses: EDU-340, EDU-344.

EDU-344 Communic. Skills Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the interrelated processes of listening, speak-

ing, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required. Lecture/Discussion. Corequisite courses: EDU-340, EDU-342.

EDU-350 Teaching in the Middle School (3.00 cr.)
(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

Lecture/Discussion.

EDU-438 Field Experiences: Mid.-Sec. (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 35 hours in a middle school or secondary school will be required. BLOCK COURSE. Pass/Fail grading only. Field Placement. Corequisite courses: EDU-466, EDU-471, EDU-439.

EDU-439 Observation and Directed Tchg. (6.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to provide the student teaching experience at the appropriate grade level in a school setting: Elementary education: K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, home economics; 9-12 levels, business; Weekly seminars are arranged. Fee \$300. BLOCK course. Pass/Fail grading only. Student Teaching.

EDU-440 Seminar in Education (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the current issues having a direct influence upon educational practice and research. School observations required. BLOCK course. Pass/Fail grading only. Seminar. Corequisite courses: EDU-457, EDU-458, EDU-439.

EDU-441 Intro to Audio/Visual Material (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A hands-on course designed to familiarize students with

audio/visual equipment and materials necessary to enhance instruction in the public school classroom. May be taken prior to the BLOCK semester with the permission of the student's adviser. Pass/Fail grading only. Lecture/Discussion.

EDU-445 Teaching ESL in Elem. School (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Lecture/Discussion.

EDU-457 Science in the Elementary Sch. (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course. Lecture/Discussion. Corequisite courses: EDU-440, EDU-458, EDU-439.

EDU-458 Social Studies in Elem. Sch. (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course. Lecture/Discussion. Corequisite courses: EDU-440, EDU-457, EDU-439.

EDU-466 Pre-Ad. & Adolescent Behavior (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the characteristics, needs, and challenges of pre-adolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. BLOCK course. Lecture/Discussion. Corequisite courses: EDU-438, EDU-439, EDU-467, EDU-471.

EDU-467 The Secondary School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. BLOCK course. Lecture/Discussion. Corequisite courses: EDU-438, EDU-439, EDU-466, EDU-471.

EDU-471 Reading in the Content Areas (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. BLOCK course. Pass/Fail and one hour credit or grade and three hours credit. Lecture/Discussion. Corequisite courses: EDU-438, EDU-439, EDU-466, EDU-467.

EDU-744 Arts in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Lecture/Discussion. Prerequisites: take ART-244 DAN-244 MUS-244 THE-244.

ENGLISH

ENG-090 Review of Writing Fundamentals (3.00 cr.)
(Fall, Course Offered Every Year)

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proof-reading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit. Lecture/Discussion.

ENG-111 Principles of Writing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instruction and practice in writing well organized compositions with a review of grammar, punctuation, and sentence structure. Lecture/Discussion.

ENG-112 Expository Writing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course in expository writing designed to provide students with further practice in the principles of effective composition. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-150 Apprenticeship - "Herald" (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An internship where students acquire skills in journalism and build a portfolio by working on the campus newspaper. Internship. Prerequisites: take ENG-111.

ENG-155 Tutor Training (1.00 cr.)
(Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment is by invitation only. Prospective tutors must be recommended by two members of the English Department. Lecture/Discussion. Instructor's consent required.

ENG-175 Grammar (1.00 cr.)
(Spring, Course Offered Every Year)

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-201 Major British Writers (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th-century writer, and representative writers from the 19th and 20th centuries. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-202 Dev of English Literature (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts. Lecture/Discussion. Prerequisites: take ENG-111 ENG-201.

ENG-206 Survey of American Literature (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. Lecture/Discussion. Prerequisites: take ENG-111 ENG-201.

ENG-235 Writing of Poetry (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-236 Writing of Fiction (3.00 cr.)
(Fall, Even-Numbered Years Only)

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-240 Introduction to Film (3.00 cr.)
(Fall, Course Offered Every Year)

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-242 Romantic Comedy (3.00 cr.)
(Varies-Contact Dept. Head)

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-245 Introduction to Journalism (3.00 cr.)
(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-247 Copy-Editing (3.00 cr.)
(Spring, Course Offered Every Year)

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-270 Literary Research/Crit. Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating

an annotated bibliography, and introducing quoted or paraphrased material correctly. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-330 African-American Writers (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-335 20th C World Lit in Transltn (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-340 Dev. of the British Novel (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the development of the British Novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-345 Irish Renaissance (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-350 Modern Drama (3.00 cr.)
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-351 Old English (3.00 cr.)
(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-352 Chaucer (3.00 cr.)
(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-355 Shakespeare (3.00 cr.)
(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-356 Shakespeare (3.00 cr.)
(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-357 Seminar in 17th Century Poetry (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Seminar. Prerequisites: take ENG-201 ENG-270.

ENG-358 Advanced Composition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and a travel piece. A brief review of grammar and proofreading. Lecture/Discussion. Prerequisites: take ENG-111.

ENG-359 Seminar American Women Writers (3.00 cr.)
(Spring, Course Offered Every Year)

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. Seminar. Prerequisites: take ENG-201 ENG-270.

ENG-360 Seminar in Southern Writers (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. Seminar. Prerequisites: take ENG-201 ENG-270.

ENG-364 20th Century Poetry in English (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-365 English Poetry Romantic Period (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-367 English Lit Victorian Period (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-368 English Lit of 18th Century (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-370 20th C Prose Through 1945 (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-371 20th C Prose After 1945 (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by con-

temporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. Lecture/Discussion. Prerequisites: take ENG-201.

ENG-495 Seminar in European Literature (3.00 cr.)
(Spring, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Seminar. Prerequisites: take ENG-201 ENG-270.

ENG-498 Honors Research Project (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Honors Thesis, Research. Prerequisites: take ENG-201 ENG-270.

ENG-499 Research Project (1.00-3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Research. Prerequisites: take ENG-201 ENG-270.

ENG-764 The Teaching of English (2.00 cr.)
(Spring, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year. Lecture/Discussion.

ENG-765 Practicum in Teaching English (1.00 cr.)
(Fall, Course Offered Every Year)

A lab where students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers. Practicum.

EXERCISE AND SPORTS SCIENCE**ESS-200 Found Phys Ed, Sport & Fitness (3.00 cr.)**
(Fall, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of current issues, problems, ethical concerns, and future directions related to the field. Lecture/Discussion.

ESS-210 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to track and field, flag football, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules. Activity Course.

ESS-215 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Students will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. [Off-campus selections may require a fee]. Activity Course.

ESS-220 Prin of Strength Train & Cond (2.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included. Lecture/Discussion.

ESS-255 Lifespan Motor Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required. Lecture/Discussion, Field Placement.

ESS-300 Issues/Mgt: Sport & Phys Educ (3.00 cr.)
(Spring, Course Offered Every Year)

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues. Lecture/Discussion.

ESS-320 Assess in Phys Ed, Sport & Fit (3.00 cr.)
(Spring, Course Offered Every Year)

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included. Lecture/Discussion.

ESS-365 Qualitative Analysis of Movem (1.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will provide students with the theoretical foundation and experiential knowledge to qualitatively perform and analyze human movement. Preparation, execution, observation, evaluation, diagnosis and intervention strategies are emphasized. Lab.

ESS-400 Topics in ESS (3.00 cr.)
(Fall and Spring, Odd-Numbered Years Only)

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only. Lecture/Discussion.

ESS-450 Practicum: Fitness/Sports Mgt (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a sport or fitness management setting. Students will meet regularly with a supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors. Practicum.

ESS-451 Practicum: Exercise/Sports Sci (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a

college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Practicum. Prerequisites: take ESS-485 ESS-486.

ESS-460 Senior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors. Lecture/Discussion.

ESS-475 Motor Learning & Skill Perform (3.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included. Lecture/Discussion, Lab.

ESS-482 Kinesiology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Lecture/Discussion. Prerequisites: take BIO-322 BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Lecture/Discussion. Prerequisites: take BIO-322 BIO-342.

ESS-486 Exercise Prescription (2.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Lab. Prerequisites: take BIO-322 BIO-342.

ESS-499 Intro to Research in ESS (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Senior Thesis, Research. Prerequisites: take ESS-420.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours. Lecture/Discussion.

ESS-743 Tch. PE Elem. Sch.: PE Majors (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required. Lecture/Discussion, Field Placement. Prerequisites: take DAN-250.

ESS-744 PE in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting during regular school hours. Ten hours of observation required. Lecture/Discussion.

ESS-745 Tch. PE: Middle & Sec Schools (3.00 cr.)
(Spring, Even-Numbered Years Only)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels. Lecture/Discussion, Field Placement.

ESS-746 Tchg. PE Special Needs K-12 (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences. Lecture/Discussion, Field Placement.

FAMILY AND CONSUMER SCIENCE

FCS-274 Consumer Economics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274. Lecture/Discussion.

FCS-355 Family Resource Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The use of human resources to promote individual and family development. Emphasis on family life management

skills from a woman's perspective. Lecture/Discussion.

FCS-490 Professional Symposium (1.00 cr.)
(Fall, Course Offered Every Year)

History, philosophy, and current trends in family and consumer sciences. Pass/Fail grading only. Seminar.

FCS-498 Honors Thesis in FCS (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Research, Honors Thesis.

FCS-764 Methods of Teaching FCS (3.00 cr.)
(Spring, Course Offered Every Year)

A study of planning, implementing, and evaluating family and consumer sciences in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary family and consumer sciences education and nutrition majors. May not be counted toward a major. Lecture/Discussion.

FCS-765 Family & Cons. Sci. Education (2.00 cr.)
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors. Lecture/Discussion.

FOREIGN LANGUAGE

FL-764 The Teaching of a Foreign Lang (4.00 cr.)
(Fall, Course Offered Every Year)

Lecture/Discussion. Instructor's consent required.

FOODS AND NUTRITION**FN-124 Principles of Food** (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week. Lecture/Discussion, Lab.

FN-227 Nutrition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups. Lecture/Discussion.

FN-325 Nutrition During Life Cycle (3.00 cr.)
(Fall, Course Offered Every Year)

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition. Lecture/Discussion. Prerequisites: take FN-227.

FN-327 Institutional Foods (3.00 cr.)
(Fall, Course Offered Every Year)

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Lecture/Discussion. Prerequisites: take FN-124. Corequisite courses: FN-328.

FN-328 Food Service Equipment (1.00 cr.)
(Fall, Course Offered Every Year)

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Lab. Prerequisites: take FN-124. Corequisite courses: FN-327.

FN-329 Hospitality Mgmt. & Catering (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations, quality and marketing for a catering company. Lecture/Discussion, Lab. Prerequisites: take FN-124 FN-227 FN-327 FN-328.

FN-425 Food Service Systems Admin. (3.00 cr.)
(Spring, Course Offered Every Year)

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Lecture/Discussion. Prerequisites: take FN-124 FN-227 FN-328.

FN-426 Nutritional Assessment (3.00 cr.)
(Spring, Course Offered Every Year)

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting relating to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Lecture/Discussion. Prerequisites: take FN-227.

FN-427 Experimental Food Science (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Lecture/Discussion, Lab. Prerequisites: take FN-124 FN-227 BIO-101 BIO-141.

FN-428 Advanced Nutrition (3.00 cr.)
(Fall, Course Offered Every Year)

A study of food nutrients, through digestion, absorption, and cellular metabolism. Lecture/Discussion. Prerequisites: # take CHE-111 CHE-112 CHE-221 # take BIO-101 BIO-102 BIO-436 # take FN-227 FN-325.

FN-429 Clinical Dietetics (3.00 cr.)
(Spring, Course Offered Every Year)

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Lecture/Discussion. Prerequisites: # take FN-227 FN-426 FN-428 # take BIO-323 or BIO-322.

FN-498 Honors Thesis in Foods & Nutr. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a

presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Research, Honors Thesis.

FRENCH

FRE-101 Elem French Conversation I (3.00 cr.) (Fall, Course Offered Every Year)

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE-103. Independent language laboratory work required each week. Lecture/Discussion.

FRE-102 Elem. French Conversation II (3.00 cr.) (Spring, Course Offered Every Year)

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week. Lecture/Discussion.

FRE-103 Structural French (3.00 cr.) (Fall, Course Offered Every Year)

A thorough and accelerated review of first-year French for students who had two years of high school work in the language, but who cannot qualify for FRE-205. Independent language laboratory work required each week. Lecture/Discussion.

FRE-205 Intermediate French I (3.00 cr.) (Fall and Spring, Course Offered Every Year)

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take FRE-102 or FRE-103.

FRE-206 Intermediate French II (3.00 cr.) (Spring, Course Offered Every Year)

A continuation of FRE-205. Emphasis on the reading and discussion [in French] of texts of moderate difficulty. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take FRE-205.

FRE-300 Life and Study Abroad (1.00-3.00 cr.) (Varies-Contact Dept. Head)

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only. Practicum.

FRE-301 Business French (3.00 cr.) (Spring, Odd-Numbered Years Only)

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Lecture/Discussion. Prerequisites: take FRE-205 FRE-206.

FRE-302 Topics in Language and Culture (1.00-3.00 cr.) (Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Independent Study. Instructor's consent required. Prerequisites: take FRE-205 FRE-206.

FRE-304 French Civilization (3.00 cr.) (Fall, Even-Numbered Years Only)

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. Lecture/Discussion.

FRE-305 French Phonetics and Phonology (3.00 cr.) (Fall, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required each week. Lecture/Discussion. Prerequisites: take FRE-205.

FRE-306 Adv. Grammar,Comp,Linguistics (3.00 cr.) (Spring, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors

and minors in French. One hour of non-credit writing laboratory required each week. Lecture/Discussion. Prerequisites: take FRE-205.

FRE-307 Advanced Conversation (3.00 cr.)
(Varies-Contact Dept. Head)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from the instructor. Lecture/Discussion. Prerequisites: take FRE-305 FRE-306.

FRE-308 Francophone Literature (3.00 cr.)
(Fall, Even-Numbered Years Only)

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies on how to read and analyze a variety of literary genres in various media [text, film, song, artwork]. Recommended as a first [introductory] literature course. Lecture/Discussion. Prerequisites: take FRE-205 FRE-206.

FRE-309 French Women Writers (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Introduction to a broad range of female authorship from the Middle Ages to the present, expanding the student's understanding of ways in which female authorship is shaped by gender as well as by historical and social aspects. Students will learn practical strategies on how to read and analyze a variety of genres. Recommended as a first [introductory] literature course. Lecture/Discussion. Prerequisites: take FRE-205 FRE-206.

FRE-350 French Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is a weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French-speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of majors; may be taken four times for credit. Pass/Fail grading may be elected by the student. Seminar. Prerequisites: take 1 group (take FRE-205 FRE-206 / take FRE-305 FRE-306).

FRE-364 Discoveries in French Lit I (3.00 cr.)
(Varies-Contact Dept. Head)

Selected readings in French literature from the beginnings to the French Revolution with some emphasis on

culture and civilization. May be taken without the prerequisite courses with permission of the instructor. Lecture/Discussion. Prerequisites: take FRE-305 FRE-306.

FRE-365 Discoveries in French Lit II (3.00 cr.)
(Varies-Contact Dept. Head)

Selected readings in French literature from the French Revolution to the present. May be taken without prerequisite courses with permission of the instructor. Lecture/Discussion. Prerequisites: take FRE-305 FRE-306.

GEOGRAPHY

GEO-200 Earth Science (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Lecture/Discussion. Corequisite courses: GEO-240.

GEO-205 World Regional Geography (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements. Lecture/Discussion.

GEO-240 Earth Science Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Lab. Corequisite courses: GEO-200.

GEO-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the labora-

tory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours. Research. Corequisite courses: SCI-299.

GEO-322 Economic Geography (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as ECO-322. Lecture/Discussion.

GEO-326 Environmental Resources (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. Lecture/Discussion. Prerequisites: take 1 group (take CHE-111 CHE-141 /take GEO-200 GEO-240).

GEO-368 Political Geography (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Counts as a social science elective for general education requirements. Lecture/Discussion.

GEO-499 Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior geography minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Research. Prerequisites: take GEO-200.

GEO-925 Honors Thesis (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Honors Thesis. Instructor's consent required.

GEO-930 Community Internship (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Internship. Instructor's consent required.

GERMAN

GER-101 Elementary German I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to the German language. Grammar, graded readings, and some oral emphasis. Independent language laboratory work required each week. Lecture/Discussion.

GER-102 Elementary German II (3.00 cr.)
(Spring, Course Offered Every Year)

Review and continuation of GER-101. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take GER-101.

GER-205 Intermediate German I (3.00 cr.)
(Fall, Course Offered Every Year)

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take GER-102.

GER-206 Intermediate German II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of GER-205. More advanced grammar and readings and further emphasis on the spoken language. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take GER-205.

GER-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only. Practicum.

GER-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Independent Study. Instructor's consent required. Prerequisites: take GER-205 GER-206.

GER-306 Advanced German Grammar (3.00 cr.)
(Varies-Contact Dept. Head)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in German. Lecture/Discussion. Prerequisites: take GER-205 GER-206.

GER-307 Advanced Conversation (3.00 cr.)
(Varies-Contact Dept. Head)

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Lecture/Discussion. Prerequisites: take GER-205 GER-206.

GER-366 Advanced German Reading (3.00 cr.)
(Varies-Contact Dept. Head)

Readings and discussion of selected authors. May be repeated for credit. Lecture/Discussion. Prerequisites: take GER-205 GER-206.

HEALTH

HED-100 Contemporary Health Issues (2.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices. Lecture/Discussion.

HED-200 First Aid (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of

injuries and sudden illness. Additional fee assessed. Lecture/Discussion.

HED-282 Prevention & Care of Injuries (2.00 cr.)
(Spring, Course Offered Every Year)

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques. Lecture/Discussion.

HED-744 Health Education in Elem. Sch. (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Includes observations and field experiences in a school setting during regular school hours. This course may not be used to fulfill general education requirements. Lecture/Discussion, Field Placement.

HISTORY

HIS-101 Emergence of Western Civ. (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750. Lecture/Discussion.

HIS-102 Modern Western Civilization (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. Lecture/Discussion.

HIS-200 Intro to Latin American His (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course will begin with a study of colonial indepen-

dence, ending with the study of contemporary characteristics of modern Latin American states. Lecture/Discussion.

HIS-214 American History to 1876 (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. Lecture/Discussion.

HIS-215 American History Since 1876 (3.00 cr.)
(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power. Lecture/Discussion.

HIS-224 Introduction to Asian History (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries. Lecture/Discussion.

HIS-250 Introduction to Archaeology (3.00 cr.)
(Fall, Course Offered Every Year)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some of the more famous archaeological discoveries including Lucy, King Tut's tomb, and also discuss more contemporary discoveries such as New York City's African burial ground and Blackbeard's Queen Anne's Revenge. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze several local archaeological sites and reconstructions. Lecture/Discussion.

HIS-281 Intro to African History (3.00 cr.)
(Spring, Course Offered Every Year)

This course will introduce students to the history of the African continent, including the modern country of South Africa. It will survey the fundamental elements of societal organization, the emergence of major kingdoms such as Great Zimbabwe and the Zulu, the impact of the discovery of diamonds and gold, the beginnings of the slave trade, the imposition of European colonialism, the emergence of apartheid, and the problems of Africa's newly independent states. Lecture/Discussion.

HIS-282 History of Modern Middle East (3.00 cr.)
(Fall, Course Offered Every Year)

This course will give an historical understanding of

social and political change in the Middle East in the nineteenth and twentieth centuries. Topics covered will include nationalism, imperialism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution and emergence of activist Islamic groups in the Middle East. Lecture/Discussion.

HIS-300 Introduction to Public History (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history. Lecture/Discussion.

HIS-302 English History Since 1485 AD (3.00 cr.)
(Varies-Contact Dept. Head)

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own. Lecture/Discussion.

HIS-304 Greek and Roman History (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations. Lecture/Discussion.

HIS-306 Russia in the 20th Century (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the political, social, and cultural development of Russia and the Soviet Union across the 20th century. Lecture/Discussion.

HIS-308 Twentieth Century Europe (3.00 cr.)
(Fall, Even-Numbered Years Only)

War, revolution, more war, genocide, the threat of nuclear annihilation: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world. Lecture/Discussion.

HIS-310 Modern China (3.00 cr.)
(Varies-Contact Dept. Head)

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. Lecture/Discussion.

HIS-311 Modern Japan (3.00 cr.)
(Varies-Contact Dept. Head)

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world. Lecture/Discussion.

HIS-312 India: Past and Present (3.00 cr.)
(Varies-Contact Dept. Head)

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle. Lecture/Discussion.

HIS-314 Colonial American History (3.00 cr.)
(Spring, Even-Numbered Years Only)

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period. Lecture/Discussion.

HIS-319 Contemporary American History (3.00 cr.)
(Spring, Even-Numbered Years Only)

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. Lecture/Discussion.

HIS-325 Asian Civilizations (3.00 cr.)
(Varies-Contact Dept. Head)

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous

histories and rich cultural heritages. Lecture/Discussion.

HIS-330 US & the World in the 20th C (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as POL-330. Lecture/Discussion.

HIS-333 History of the South (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments. Lecture/Discussion.

HIS-334 Methods of Historical Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course soon after she declares her major. Lecture/Discussion.

HIS-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385. Lecture/Discussion.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the tran-

sition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387. Lecture/Discussion.

HIS-498 Honors Thesis in History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally a senior thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for HIS-498. During the semester in which she writes the honors thesis, she must also attend class and complete the requirements for HIS-499. Research, Honors Thesis, Seminar. Prerequisites: take HIS-334.

HIS-499 Senior Research Seminar (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced course that builds upon the foundations established in HIS-334 and applies historical methods to gain a fuller understanding of events in the contemporary world. Each student will also prepare and present a senior project that reflects her individual training, interests, and career direction. This course is required of all majors. Students who write honors theses should register for HIS-498 and attend this course. Seminar, Research, Senior Thesis. Prerequisites: take HIS-334.

HIS-520 History of North Carolina (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history. Lecture/Discussion.

HIS-764 The Teaching of Social Studies (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major. Lecture/Discussion.

INTERIOR DESIGN

ID-142 Hist of Arch. Interior & Furn. (3.00 cr.)
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART-142. Lecture/Discussion.

ID-144 Interior Design I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144. Studio.

ID-243 ID Drafting & Presentation (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Studio. Prerequisites: take ID-144.

ID-244 Interior Design II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Studio. Prerequisites: take ID-144 ID-243 ART-101.

ID-245 Housing Issues (3.00 cr.)
(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing. Lecture/Discussion.

ID-246 Interior Design Materials (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor

and wall coverings, window treatments and upholstered furniture. Lecture/Discussion.

ID-248 Technology Applic. for ID (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Lab. Prerequisites: take ID-144.

ID-343 Construction Technology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Lecture/Discussion. Prerequisites: take ID-144 ID-244.

ID-344 Interior Design III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Six studio hours per week. Studio. Prerequisites: take ID-144 ID-243 ID-244 ID-245.

ID-348 Interior Lighting Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Lecture/Discussion. Prerequisites: take ID-144 ID-244 ID-245.

ID-443 Professional Practices in ID (3.00 cr.)
(Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Lecture/Discussion. Prerequisites: take ID-144 ID-243 ID-244 ID-344.

ID-444 Interior Design IV (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-

use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Studio. Prerequisites: take ID-144 ID-243 ID-244 ID-343 ID-344.

ID-447 Contract Interior Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Lecture/Discussion, Studio. Prerequisites: take ID-144 ID-243 ID-244 ID-344.

ID-448 Special Problems in CADD (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Lab. Prerequisites: take ID-248.

ID-498 Honors Thesis in Interior Dsgn (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Research, Honors Thesis.

INTERDISCIPLINARY STUDIES

IDS-100 Appreciation of Fine Arts (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. Lecture/Discussion.

IDS-110 Information Research & Tech. (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Hands-on use of the computer network and library information resources in all formats [including e-mail, internet, computerized catalogues and indexes, and print resources]. Students learn to find, evaluate and use information. A CamNet account is required. Pass/Fail grading only. Computer Module. Prerequisites: take CIS-101 CIS-112.

IDS-200 Women's Odyssey (3.00 cr.)
(Spring, Course Offered Every Year)

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences. Lecture/Discussion.

ITALIAN

ITA-101 Elementary Italian I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and oral emphasis. Independent language laboratory work required each week. Lecture/Discussion.

ITA-102 Elementary Italian II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take ITA-101.

LATIN

LAT-101 Elementary Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week. Lecture/Discussion.

LAT-102 Elementary Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Lecture/Discussion. Prerequisites: take LAT-101.

LAT-205 Intermediate Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Independent computer work required each week. Lecture/Discussion. Prerequisites: take LAT-102.

LAT-206 Intermediate Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Lecture/Discussion. Prerequisites: take LAT-205.

LEGAL STUDIES

LEG-400 Legal Survey (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Legal Assistants Program is required to enroll. Lecture/Discussion. Instructor's consent required.

LEG-401 Legal Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Legal Assistants Program is required to enroll. Lecture/Discussion. Instructor's consent required. Prerequisites: take LEG-400.

MATHEMATICS**MAT-090 Intermediate Algebra Review (2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit. Lecture/Problem Solving.

MAT-120 Finite Math (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of numbers, sets, probability, simple and compound interest, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines. Lecture/Problem Solving.

MAT-130 Exploring With Mathematics (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fair division, Euler circuits, networks, sequences, population growth, similarity, symmetry, and fractals. Lecture/Problem Solving.

MAT-141 College Algebra (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Lecture/Problem Solving.

MAT-143 Trigonometry (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

The course will emphasize the use analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Lecture/Problem Solving.

MAT-144 Functions and Graphs (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Lecture/Problem Solving.

MAT-211 Calculus I (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. Students may take a placement test in lieu of prerequisite courses. Lecture/Problem Solving. Prerequisites: take 1 group (take MAT-144 /take MAT-141 MAT-143).

MAT-212 Calculus II (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Students may take a placement test in lieu of the prerequisite course. Lecture/Problem Solving. Prerequisites: take MAT-211.

MAT-220 Linear Algebra (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Lecture/Problem Solving. Prerequisites: take MAT-211.

MAT-245 Statistics I (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. Credit not allowed for both MAT-245 and SOC-375. Lecture/Problem Solving. Prerequisites: take MAT-120 MAT-141 or MAT-144.

MAT-250 Intro Mathematical Reasoning (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of logic, sets, and the techniques of mathemati-

cal proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. MAT-211 is a recommended prerequisite. Lecture/Problem Solving.

MAT-262 Discrete Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC-262. Lecture/Problem Solving. Prerequisites: take MAT-120 MAT-141 or MAT-144.

MAT-264 Topics in Math-Mid Grd Lic (1.00-2.00 cr.)
(Fall, Course Offered Every Year)

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Independent Study. Instructor's consent required.

MAT-290 Honors Math Lab (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Either MAT-211 or MAT-212 or MAT-313 is a corequisite course. Lab. Prerequisites: take MAT-211.

MAT-299 Intro to Mathematics Research (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be

expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours. Research.

MAT-313 Calculus III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use technology for exploration and problem solving. Students may take a placement test in lieu of the prerequisite course. Lecture/Problem Solving. Prerequisites: take MAT-212.

MAT-321 Modern Abstract Algebra (3.00 cr.)
(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Lecture/Problem Solving. Prerequisites: take MAT-250.

MAT-334 Modern College Geometry (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Lecture/Problem Solving. Prerequisites: # take MAT-250 # take 3 courses from Subject MAT except courses MAT-120 MAT-130 MAT-141 MAT-143 MAT-144.

MAT-340 Probability and Statistics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Lecture/Problem Solving. Prerequisites: take MAT-212 MAT-245.

MAT-345 Statistics II (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes linear models [simple and multivariate], analysis of variance, and regression analysis [linear and non-linear]. Application of these topics will be drawn from business, economics, the social sciences, biology and other areas. Students will use statistical analysis technology. Lecture/Problem Solving. Prerequisites: take MAT-245 PSY-200 SOC-375 or POL-375.

MAT-348 Non-Parametric Statistics (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative [nominally scaled] and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical analysis technology. Lecture/Problem Solving. Prerequisites: take MAT-245 PSY-200 SOC-375 or POL-375.

MAT-354 Differential Equations (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Lecture/Problem Solving. Prerequisites: take MAT-212.

MAT-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC-360. Lecture/Problem Solving. Prerequisites: take MAT-212.

MAT-362 Topics in Discrete Mathematics (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied. Lecture/Problem Solving.

MAT-410 Advanced Calculus (3.00 cr.)
(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Lecture/Problem Solving. Prerequisites: take MAT-250 MAT-313.

MAT-415 Topics in Analysis (3.00 cr.)
(Fall, Course Offered Every Year)

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Lecture/Problem Solving. Prerequisites: take MAT-250 MAT-313.

MAT-425 Topics in Algebra (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied. Lecture/Problem Solving.

MAT-434 Topics in Geometry & Topology (3.00 cr.)
(Spring, Even-Numbered Years Only)

Topics chosen from the areas of geometry or topology. Lecture/Problem Solving. Prerequisites: take MAT-250.

MAT-490 Senior Seminar (3.00 cr.)
(Fall, Course Offered Every Year)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Open to seniors only. Seminar. Prerequisites: take CIS-131.

MAT-498 Honors Thesis in Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor. Research, Honors Thesis.

MAT-499 Research in Mathematics (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours. Research.

MAT-764 Methods Secondary/Middle Math (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating.

Lecture/Discussion. Instructor's consent required.

APPLIED MUSIC

MUA-040 Beginning Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing. Studio.

MUA-041 Intermediate Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent. Studio. Prerequisites: take MUA-040.

MUA-044 Preparatory Piano (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student. Studio.

MUA-050 Beginning Class Voice (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary. Studio.

MUA-060 String Instruments (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Practical study of string instruments with emphasis on the violin, including teaching methods. Studio.

MUA-068 Guitar Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio.

MUA-070 Woodwind Techniques (2.00 cr.)
(Spring, Course Offered Every Year)

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate

methods for beginning and intermediate players are discussed and special techniques [such as muting, double-tonguing, etc.] are demonstrated. Studio.

MUA-080 Brass & Percussion Techniques (2.00 cr.)
(Fall, Course Offered Every Year)

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments [tambourine, triangle, etc.] and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed. Studio.

MUA-105 Composition (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. Applied Music.

MUA-144 Piano I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950. Applied Music.

MUA-145 Organ I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing. Applied Music.

MUA-146 Harpsichord I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

Applied Music.

MUA-154 Voice I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation. Applied Music.

- MUA-164 Violin I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accolay; sonatinas by Schubert. Applied Music.
- MUA-165 Viola I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-166 Cello I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-167 Double Bass I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-168 Guitar I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani. May be taken without course prerequisite with instructor's consent. Applied Music. Prerequisites: take MUA-068.
- MUA-174 Flute I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-175 Clarinet I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.
- MUA-176 Oboe I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-177 Saxophone I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.
- MUA-178 Bassoon I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-189 Percussions I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-205 Composition II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. Applied Music.
- MUA-244 Piano II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
J.S. Bach--A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950. Applied Music.
- MUA-245 Organ II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation. Applied Music.
- MUA-246 Harpsichord II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-254 Voice II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation. Applied Music.
- MUA-264 Violin II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer. Applied Music.
- MUA-265 Viola II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-266 Cello II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-267 Double Bass II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-268 Guitar II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee. Applied Music.

MUA-274 Flute II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.

MUA-275 Clarinet II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.

MUA-276 Oboe II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-277 Saxophone II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.

MUA-278 Bassoon II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-289 Percussions II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-290 Sophomore Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Recital.

MUA-305 Composition III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. Applied Music.

MUA-344 Piano III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
J.S. Bach--A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic work; a piece or movement from the piano ensemble literature. Applied Music.

MUA-345 Organ III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach, smaller works of the mature master period, select-

ed romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation. Applied Music.

MUA-346 Harpsichord III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-354 Voice III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire. Applied Music.

MUA-364 Violin III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart. Applied Music.

MUA-365 Viola III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.

MUA-366 Cello III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.

MUA-367 Double Bass III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-368 Guitar III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland. Applied Music.

MUA-374 Flute III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.

MUA-375 Clarinet III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.

MUA-376 Oboe III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

- MUA-377 Saxophone III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.
- MUA-378 Bassoon III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-389 Percussions III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-390 Junior Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Recital.
- MUA-391 Lecture-Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.
Recital.
- MUA-405 Composition IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. Applied Music.
- MUA-444 Piano IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century. Applied Music.
- MUA-445 Organ IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation. Applied Music.
- MUA-446 Harpsichord IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-454 Voice IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work continued, stressing flexibility. Total repertory [MUA-154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature. Applied Music.
- MUA-464 Violin IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.
Applied Music.
- MUA-465 Viola IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-466 Cello IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-467 Double Bass IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-468 Guitar IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble. Applied Music.
- MUA-474 Flutè IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Applied Music.
- MUA-475 Clarinet IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.
- MUA-476 Oboe IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.
- MUA-477 Saxophone V (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Applied Music.
- MUA-478 Bassoon IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-489 Percussions IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
Applied Music.

MUA-490 Graduation Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital.

MUA-491 Graduation Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. Recital.

MUSIC ENSEMBLES

MUE-134 Meredith Chorus (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. Music Ensemble.

MUE-136 Accompanying Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible. Music Ensemble.

MUE-139 Beginning Handbells (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Handbell ringers perform on and off campus. Students must be able to read music. Music Ensemble. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Rehearsal and performance of works taken from stan-

dard ensemble literature; open to all qualified students by arrangement with the instructor. Music Ensemble. Instructor's consent required.

MUE-232 Flute Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Music Ensemble. Instructor's consent required.

MUE-233 Chamber Music Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Music Ensemble. Instructor's consent required.

MUE-235 Raleigh Concert Band (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Music Ensemble. Instructor's consent required.

MUE-236 Accompanying (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) accompany lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons. Music Ensemble. Prerequisites: take MUE-136.

MUE-237 String Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Music Ensemble. Instructor's consent required.

MUE-238 Meredith Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Rehearsal and performance of orchestral works, selected

to match the abilities of the students enrolled. Music Ensemble. Instructor's consent required.

MUE-239 Advanced Handbells (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Handbell ringers perform on and off campus. Solo and ensemble ringing opportunities. Students must be able to read music. Music Ensemble. Instructor's consent required. Prerequisites: take MUE-139.

MUE-332 Flute Quartet (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Music Ensemble. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A select group of about 35 singers who represent the College on campus and on tour. By audition only. Music Ensemble. Instructor's consent required.

MUE-335 Vocal Ensemble: Encore! (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Music Ensemble. Instructor's consent required. Corequisite courses: MUE-334.

MUE-336 Piano Ensemble (1.00 cr.)
(Varies-Contact Dept. Head)

Study of works for piano, four hands or two pianos. Music Ensemble. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Music Ensemble. Instructor's consent required.

MUSIC

MUS-100 Elem. Theory & Composition (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through

dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Lecture/Discussion, Lab.

MUS-101 Elem. Theory & Composition (3.00 cr.)
(Spring, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Lecture/Discussion, Lab. Prerequisites: take MUS-100.

MUS-140 Elementary Keyboard (1.00 cr.)
(Fall, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transportation of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Studio.

MUS-141 Elementary Keyboard (1.00 cr.)
(Spring, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transportation of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Studio. Prerequisites: take MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.)
(Fall, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Studio.

MUS-151 Elementary Ear-Training (1.00 cr.)
(Spring, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic

conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Studio.
Prerequisites: take MUS-150.

MUS-202 Advanced Theory & Composition (3.00 cr.)
(Fall, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Lecture/Discussion, Lab. Prerequisites: take MUS-101.

MUS-203 Advanced Theory & Composition (3.00 cr.)
(Spring, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Lecture/Discussion, Lab. Prerequisites: take MUS-202.

MUS-214 Music Appreciation (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required. Lecture/Discussion.

MUS-215 Music Literature (2.00 cr.)
(Spring, Course Offered Every Year)

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses. Lecture/Discussion.

MUS-220 Pedagogy I (2.00 cr.)
(Spring, Course Offered Every Year)

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for

each applied area, as needed. Studio. Prerequisites: take MUS-101 MUS-215.

MUS-242 Intermediate Keyboard (1.00 cr.)
(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Studio. Prerequisites: take MUS-141.

MUS-243 Intermediate Keyboard (1.00 cr.)
(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Studio. Prerequisites: take MUS-242.

MUS-244 Fundamental Concepts of Music (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Vocabulary, basic music notation, and general concepts of music will be introduced through a beginning study of piano, autoharp chording, singing fundamentals, and recorder. Lecture/Discussion.

MUS-252 Intermediate Ear-Training (1.00 cr.)
(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Studio. Prerequisites: take MUS-151.

MUS-253 Intermediate Ear-Training (1.00 cr.)
(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Studio. Prerequisites: take MUS-252.

MUS-256 Phonetics/Singers-Eng & Ita (1.00 cr.)
(Spring, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature. Studio.

MUS-257 Phonetics/Singers-French (1.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of French. Emphasis on application of principles of pronunciation to texts in vocal literature. Studio.

MUS-258 Phonetics/Singers-German (1.00 cr.)
(Spring, Even-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of German. Emphasis on application of principles of pronunciation to texts in vocal literature. Studio.

MUS-300 Beginning Conducting (2.00 cr.)
(Fall, Course Offered Every Year)

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Lab. Prerequisites: take MUS-101.

MUS-301 Choral Conducting & Literature (2.00 cr.)
(Spring, Course Offered Every Year)

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Lab. Prerequisites: take MUS-300.

MUS-302 Instrumental Conducting (2.00 cr.)
(Spring, Course Offered Every Year)

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Lab. Prerequisites: take MUS-300.

MUS-304 Instrumentation (1.00 cr.)
(Fall, Course Offered Every Year)

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Lecture/Discussion. Prerequisites: take MUS-202.

MUS-306 Orchestration (2.00 cr.)
(Spring, Course Offered Every Year)

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Lecture/Discussion. Prerequisites: take MUS-304.

MUS-308 Choral Arranging (2.00 cr.)
(Spring, Course Offered Every Year)

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Lecture/Discussion. Prerequisites: take MUS-202.

MUS-310 Medieval and Renaissance Music (2.00 cr.)
(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Lecture/Discussion. Prerequisites: take MUS-101 MUS-215.

MUS-311 Baroque Music (2.00 cr.)
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the Baroque period [1600-1750], including analysis, composition in specific styles, performance, and listening. An overview of jazz studies and jazz theory is related to Baroque practices. Lecture/Discussion. Prerequisites: take MUS-101 MUS-215.

MUS-312 Classic and Romantic Music (2.00 cr.)
(Fall, Course Offered Every Year)

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1720-1900], including analysis, composition, performance, and listening. Lecture/Discussion. Prerequisites: take MUS-101 MUS-215.

MUS-313 Twentieth Century Music (2.00 cr.)
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and

listening. Lecture/Discussion. Prerequisites: take MUS-101 MUS-215.

MUS-314 Literature of Applied Music (2.00 cr.)
(Varies-Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated. Lecture/Discussion.

MUS-321 Pedagogy II (2.00 cr.)
(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Studio. Prerequisites: take MUS-101 MUS-215.

MUS-322 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed. Practicum.

MUS-395 History and Liturgies (2.00 cr.)
(Varies-Contact Dept. Head)

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). Lecture/Discussion.

MUS-396 Hymnology (2.00 cr.)
(Varies-Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship. Lecture/Discussion.

MUS-397 Organization & Administration (2.00 cr.)
(Varies-Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. Lecture/Discussion.

MUS-423 Pedagogy III (2.00 cr.)
(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced litera-

ture and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Studio.

MUS-424 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters. Practicum.

MUS-425 Seminar/Internship (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks. Seminar, Internship.

MUS-455 Opera Workshop (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. Studio.

MUS-494 Seminar in Music Literature (2.00 cr.)
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester. Seminar.

MUS-495 Seminar in Theory (2.00 cr.)
(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Seminar. Prerequisites: take MUS-203.

MUS-496 Seminar in Musical Theatre (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Seminar. Prerequisites: take THE-114.

MUS-498 Honors Thesis in Music (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Research, Honors Thesis.

MUS-503 Advanced Conducting (2.00 cr.)
(Varies-Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance. Lab.

MUS-506 Computers and Music (2.00 cr.)
(Varies-Contact Dept. Head)

An introduction to the world of computers and music applications to computing, including programming, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources. Lab.

MUS-720 Materials & Methods in Ele Sch (2.00 cr.)
(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Lecture/Discussion. Prerequisites: take MUS-101 MUS-151.

MUS-721 Materials & Methods in Mid Sch (2.00 cr.)
(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Lecture/Discussion. Prerequisites: take MUS-101 MUS-151.

MUS-722 Materials & Methods in Sec Sch (2.00 cr.)
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school obser-

vation and teaching are included. Lecture/Discussion. Prerequisites: take MUS-101 MUS-151.

MUS-723 Instr Materials & Methods (2.00 cr.)
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required. Lecture/Discussion.

MUS-744 Music in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Lecture/Discussion. Prerequisites: take IDS-100.

PHYSICAL EDUCATION

PED-110 Beginning Swimming (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water. Activity fee assessed. Activity Course.

PED-113 Synchronized Swimming I (1.00 cr.)
(Fall, Course Offered Every Year)

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed. Activity Course.

PED-120 Cross Training (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics. Activity Course.

PED-121 Aerobic Dance-Cardio Funk (1.00 cr.)
(Varies-Contact Dept. Head)

A course designed to provide cardiovascular fitness through aerobic street dance movements. Activity Course.

PED-122 Aerobic Dance-Exercise (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics. Activity Course.

PED-124 Strength Training (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques. Activity Course.

PED-125 Aquatic Fitness (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course. Activity Course.

PED-126 Muscle Tone and Stretch (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands. Activity Course.

PED-127 Conditioning (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to Cybex strength machines and free weights, as well as cardiovascular equipment such as bikes, skiers, climbers, treadmills, and transports. Activity Course.

PED-140 Archery (1.00 cr.)

(Varies-Contact Dept. Head)

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels. Activity Course.

PED-141 Badminton I (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve], rules and strategies for singles and doubles play, and in-class competition. Activity Course.

PED-142 Bowling I (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed. Activity Course.

PED-143 Golf I (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed. Activity Course.

PED-146 Tennis I (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play, and in-class competition. Activity Course.

PED-147 Fencing (1.00 cr.)

(Varies-Contact Dept. Head)

The art of sword play will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend herself against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts. Activity Course.

PED-148 Yoga (1.00 cr.)

(Varies-Contact Dept. Head)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture. Activity Course.

PED-149 Karate I (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed. Activity Course.

PED-150 Ice Skating (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction pro-

vided at The Ice House in Cary. Transportation not provided. Activity fee assessed. Activity Course.

PED-152 Folk and Square Dance (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152. Activity Course.

PED-157 Country Line Dance (1.00 cr.)
(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157. Activity Course.

PED-161 Basketball (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play. Activity Course.

PED-162 Soccer (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play. Activity Course.

PED-163 Softball (1.00 cr.)
(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required. Activity Course.

PED-164 Volleyball (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play. Activity Course.

PED-210 Intermediate Swimming (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course with emphasis on front crawl, backstroke, ele-

mentary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills. Activity Course.

PED-212 Scuba Diving (1.00 cr.)
(Varies-Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed. Activity Course.

PED-220 Advanced Cross Training (1.00 cr.)
(Varies-Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities. Activity Course.

PED-228 Kick Boxing Aerobics (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included. Activity Course.

PED-232 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to track and field, flag football, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules. Some classes held off campus. Activity Course.

PED-233 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee. Activity Course.

PED-241 Badminton II (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Activity Course.
Prerequisites: take PED-141.

PED-242 Bowling II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Activity Course. Prerequisites: take PED-142.

PED-243 Golf II (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Activity Course.
Prerequisites: take PED-143.

PED-246 Tennis II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. May be taken without prerequisite course with instructor's consent. Activity Course. Prerequisites: take PED-146.

PED-249 Karate II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Activity Course.
Prerequisites: take PED-149.

PED-310 Swim Conditioning (1.00 cr.)
(Varies-Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. May be taken without prerequisite course with instructor's consent. Activity Course. Prerequisites: take PED-210.

PED-311 Lifeguarding (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed. Activity Course.

PED-312 Water Safety Instructor (2.00 cr.)
(Spring, Course Offered Every Year)

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity Course.

PED-313 Synchronized Swimming II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Activity Course. Prerequisites: take PED-113.

PED-346 Tennis III (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. May be taken without course prerequisite with instructor's consent. Activity Course. Prerequisites: take PED-246.

PED-349 Karate III (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Activity Course. Prerequisites: take PED-249.

PED-471 Intercollegiate Basketball (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Activity Course.

PED-472 Intercollegiate Soccer (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Activity Course.

PED-475 Intercollegiate Volleyball (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination

immediately preceding sports season is required. Fall season (2 hours, Fall). Activity Course.

PED-476 Intercollegiate Tennis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Activity Course.

PED-477 Intercollegiate Fastpitch Softball (2.00 cr.)
(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season (2 hours, Spring). Activity Course.

PHILOSOPHY

PHI-201 Introduction to Philosophy (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. Lecture/Discussion.

PHI-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Seminar. Prerequisites: take ENG-111.

PHI-210 Critical Thinking (3.00 cr.)
(Varies-Contact Dept. Head)

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication. Lecture/Discussion.

PHI-251 Ancient Greek Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems. Lecture/Discussion.

PHI-252 Modern Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis. Lecture/Discussion.

PHI-286 Philosophy of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also offered as REL-286. Lecture/Discussion. Prerequisites: take REL-100.

PHI-344 Biomedical Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as REL-344. Lecture/Discussion. Prerequisites: take REL-100.

PHI-345 Environmental Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical appli-

cation of ethical theories and principles to current environmental concerns. Particular attention will be given to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as REL-345. Lecture/Discussion. Prerequisites: take REL-100.

PHYSICS

PHY-100 Principles of Physical Science (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications. Lecture/Discussion.

PHY-202 Introduction to Astronomy (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides an introduction to basic astronomy. Topics include the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments. Lecture/Discussion.

PHY-211 General Physics I (3.00 cr.)
(Fall, Course Offered Every Year)

A study of mechanics, thermodynamics, and waves. Three lectures per week. High school physics or PHY-100 is strongly recommended as a prerequisite to this course. Lecture/Discussion. Prerequisites: take MAT-211. Corequisite courses: PHY-241.

PHY-212 General Physics II (3.00 cr.)
(Spring, Course Offered Every Year)

A study of electricity, magnetism, optics and modern physics. Three lectures a week. Lecture/Discussion. Prerequisites: take PHY-211 PHY-241. Corequisite courses: PHY-242.

PHY-241 General Physics I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Lab. Corequisite courses: PHY-211.

PHY-242 General Physics II Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Lab. Prerequisites: take PHY-211 PHY-241. Corequisite courses: PHY-212.

PHY-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit. Research. Corequisite courses: SCI-299.

PHY-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Lecture/Discussion. Prerequisites: take CHE-112 PHY-212 MAT-211.

PHY-499 Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Research. Prerequisites: take PHY-212.

POLITICAL STUDIES

POL-100 American Political System (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies. Lecture/Discussion.

POL-204 Modern Political Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered. Lecture/Discussion.

POL-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for politics majors, who should take it in their sophomore or junior year.] Also offered as PHI-205. Seminar. Prerequisites: take ENG-111.

POL-210 International Politics (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Lecture/Discussion.

POL-300 Law and Society (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies. Lecture/Discussion.

POL-301 Const & Rights of Americans (3.00 cr.)
(Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking. Lecture/Discussion.

POL-303 Cont Amer Policy & Politics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied. Lecture/Discussion.

POL-305 Intro to Public Administration (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied. Lecture/Discussion.

POL-309 Politics of the Vietnam War (3.00 cr.)
(Varies-Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective. Lecture/Discussion.

POL-310 Gender Issues in Law & Pol (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography. Lecture/Discussion.

POL-320 International Political Econ (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policymaking and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and non-governmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs. Lecture/Discussion.

POL-330 US & the World in the 20th C (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330. Lecture/Discussion.

POL-334 Methods of Research (3.00-4.00 cr.)
(Fall, Course Offered Every Year)

Required of all political studies majors, normally taken in the fall of the senior year. Seminar. Prerequisites: take POL-205.

POL-340 State & Local Pol Systems (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course provides a survey of politics and policy at

the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

Lecture/Discussion.

POL-341 Colloquium in N.C. Politics (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Seminar. Corequisite courses: POL-340.

POL-350 Congress and the Presidency (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other. Lecture/Discussion.

POL-374 Social Research Principles (3.00 cr.)
(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as SOC-374. Recommended for students wanting to pursue qualitative research projects. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

POL-375 Social Research Meth. & Stats (3.00 cr.)
(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as SOC-375. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

POL-498 Honors Thesis in Political Stu (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each major in the Honors and/or Teaching Fellows

Program must choose, research, write and also present orally a senior thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. During the semester that she writes the honors thesis, she must also attend class and complete the requirements for POL-499. Research, Honors Thesis, Seminar. Prerequisites: take POL-334.

POL-499 Senior Research Seminar (3.00 cr.)
(Fall, Course Offered Every Year)

Required of all political studies majors, normally taken in the fall of the senior year. Research, Senior Thesis, Seminar. Prerequisites: take POL-205 POL-334.

PSYCHOLOGY

PSY-100 Introduction to Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception, and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior. Lecture/Discussion.

PSY-120 Stress Management (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-200 Statistical Methods in Psych (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Basic computer skills required. Lecture/Discussion, Lab. Prerequisites: take PSY-100.

PSY-210 Life Span Developmental Psych (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of characteristics and changes from conception to death. At each stage, major topics covered are physical

and motor change, cognitive development, emotional and personality growth, and social development.

Lecture/Discussion. Prerequisites: take PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-299 Intro Research in Psychology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Research. Prerequisites: take PSY-100.

PSY-300 Research Methods in Psych (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Lecture/Discussion, Lab. Prerequisites: take PSY-100 PSY-200.

PSY-310 Psych of Children and Adolesc. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-312 Psych of Exceptional Indiv. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the psychological and educational issues associated with the major exceptionalities. Field

observation is often a component of this course.

Lecture/Discussion. Prerequisites: take PSY-100 or EDU-234.

PSY-320 Abnormal Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-324 Conditioning and Behavior Mod. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, extinction, and the application of these principles in a variety of settings, including societies, institutions [e.g., schools, mental health settings, prisons, etc.], the home, and in the control and modification of one's own behavior. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-330 Neuropsychology (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-332 Perception (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-334 Animal Behavior (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleoanthropology, primate behavior, and behavior genetics. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-340 Community Field Experience (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational set-

tings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Field Placement. Instructor's consent required. Prerequisites: take PSY-100.

PSY-342 Autism Practicum (2.00-3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. May be repeated for credit. Practicum. Instructor's consent required. Prerequisites: take PSY-100.

PSY-410 Social Psychology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Seminar. Prerequisites: take PSY-100.

PSY-420 Theories of Personality (3.00 cr.)
(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-422 Psychological Testing and Eval (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Lecture/Discussion. Prerequisites: take PSY-100 PSY-200.

PSY-424 Theory and Practice in Counsel (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status. Seminar. Instructor's consent required. Prerequisites: take PSY-100.

PSY-430 History and Systems in Psych (3.00 cr.)
(Spring, Course Offered Every Year)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Lecture/Discussion. Prerequisites: take PSY-100.

PSY-440 Special Topics in Psychology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upperclass standing. Topics may include current trends in research and/or professional issues [e.g., multicultural counseling, environmental psychology, research in gerontology]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Lecture/Discussion. Instructor's consent required. Prerequisites: take PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Research, Honors Thesis. Prerequisites: take PSY-200 PSY-300.

PSY-499 Research in Psychology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty

mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Research. Prerequisites: take PSY-200 PSY-300.

RELIGION

REL-100 Intro to Biblical Lit & His (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principle persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Lecture/Discussion.

REL-244 Religious Ethics & Social Iss. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the ethical contributions of the religious and philosophical traditions on selected contemporary social issues. Lecture/Discussion. Prerequisites: take REL-100.

REL-248 World Religions (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Judaism, Christianity, and Islam. Lecture/Discussion. Prerequisites: take REL-100.

REL-262 The Life & Teachings of Jesus (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. Lecture/Discussion. Prerequisites: take REL-100.

REL-265 Prophetic Ele in Biblical Trad (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the prophetic books of the Old Testament, with attention to their contemporary value. Lecture/Discussion. Prerequisites: take REL-100.

REL-266 Pauline Literature (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

A study of the development of early Christian life and thought as found in the work and writings of Paul. Lecture/Discussion. Prerequisites: take REL-100.

REL-268 Women and the Bible (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Lecture/Discussion. Prerequisites: take REL-100.

REL-283 Women in the Christian Trad (3.00 cr.)
(Varies-Contact Dept. Head)

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged. Lecture/Discussion. Prerequisites: take REL-100.

REL-284 Sin, Satan, and Evil (3.00 cr.)
(Spring, Course Offered Every Year)

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history. Lecture/Discussion. Prerequisites: take REL-100.

REL-285 Theology & Contemporary Lit (3.00 cr.)
(Varies-Contact Dept. Head)

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike. Lecture/Discussion. Prerequisites: take REL-100.

REL-286 Philosophy of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also offered as PHI-286. Lecture/Discussion. Prerequisites: take REL-100.

REL-289 Intro to Christian Theology (3.00 cr.)
(Varies-Contact Dept. Head)

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. Lecture/Discussion. Prerequisites: take REL-100.

REL-297 Contemporary Religious Issues (1.00 cr.)
(Varies-Contact Dept. Head)
Selected topics in religion. Lecture/Discussion.
Prerequisites: take REL-100.

REL-341 Sociology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)
A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC-341.
Lecture/Discussion. Prerequisites: take 1 group (take REL-100 SOC-230 /take REL-100 SOC-231 /take REL-100 SOC-260).

REL-342 Psychology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)
A study of the results of psychological analysis of religious experiences. Lecture/Discussion. Prerequisites: take REL-100.

REL-343 Religion and Law (3.00 cr.)
(Varies-Contact Dept. Head)
An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues. Lecture/Discussion. Prerequisites: take REL-100.

REL-344 Biomedical Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)
Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as PHI-344. Lecture/Discussion. Prerequisites: take REL-100.

REL-345 Environmental Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)
This course explores ethical issues that arise in connection to the environment including: biodiversity; wilder-

ness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be given to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as PHI-345. Lecture/Discussion.
Prerequisites: take REL-100.

REL-381 Christian Education (3.00 cr.)
(Varies-Contact Dept. Head)
The principles and techniques of Christian leadership. Lecture/Discussion. Prerequisites: take REL-100.

REL-382 History of Christianity (3.00 cr.)
(Varies-Contact Dept. Head)
An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. Lecture/Discussion. Prerequisites: take REL-100.

REL-384 Religion in America (3.00 cr.)
(Varies-Contact Dept. Head)
A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined. Lecture/Discussion. Prerequisites: take REL-100.

REL-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)
This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government

and others. Also offered as HIS-385. Lecture/Discussion.

REL-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387. Lecture/Discussion.

REL-497 Seminar (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Seminar. Prerequisites: take 12 credits; from Subject REL.

SCIENCE

SCI-299 Research Methods (1.00 cr.)
(Spring, Course Offered Every Year)

This course will use a seminar format to introduce freshmen and sophomore students to the chemical literature, various library search strategies, experimental design strategies, laboratory safety, and technical writing. The course will provide the necessary background for participating in original laboratory research. CHE-111, GEO-200, or PHY-211 are strongly recommended as prerequisites to this course. Either CHE-299, GEO-299, or PHY-299 is a corequisite. Seminar.

SCI-764 The Teaching of Science (3.00 cr.)
(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given.

Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Lecture/Discussion.

SOCIOLOGY

SOC-230 Principles of Sociology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research. Lecture/Discussion.

SOC-231 Social Problems (3.00 cr.)
(Varies-Contact Prog. Director)

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other contemporary challenges. Policies designed to address these problems are reviewed. Lecture/Discussion.

SOC-260 Cultural Anthropology (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions, and solutions to the challenges of social existence. Lecture/Discussion.

SOC-299 Intro to Research in Sociology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research on an issue from a sociological perspective. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Research. Prerequisites: take 3 credits; from Subject SOC; from Level 200.

SOC-330 Families and Child Welfare (3.00 cr.)
(Spring, Course Offered Every Year)

A study of families in contemporary society with an

emphasis on the needs of children, current family problems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty [20] hours of community work at an assigned setting will be required. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-332 Human Sexuality (3.00 cr.)
(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-335 Race and Ethnic Relations (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explained. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 SOC-260 or EDU-232.

SOC-336 Criminology (3.00 cr.)
(Fall, Course Offered Every Year)

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-337 Corrections (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices.

Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-340 Aging and Retirement (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The physical, psychological, and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-341 Sociology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as REL-341. Lecture/Discussion. Prerequisites: take 1 group (take REL-100 SOC-230 /take REL-100 SOC-231 /take REL-100 SOC-260).

SOC-374 Social Research Principles (3.00 cr.)
(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL-374. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-375 Social Research Meth & Stats (3.00 cr.)
(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as POL-375. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-376 Oppressed Groups & Social Just (3.00 cr.)
(Spring, Course Offered Every Year)

This course introduces students to the dynamics and consequences of oppression. Content will focus on institutionalized forms of oppression and the experience and

responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and/or disabilities. The course will conclude with a look at strategies for social justice and movements for social change. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-430 Population Dynamics (3.00 cr.)
(Varies-Contact Dept. Head)

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of peoples fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences.

Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-431 Social Stratification (3.00 cr.)
(Varies-Contact Dept. Head)

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households, of socially structured groups, and of nations receive specific treatment.

Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-432 Sociology of Organizations (3.00 cr.)
(Varies-Contact Dept. Head)

This course is designed to explore local, state, national, and global bureaucracies. The emphasis is on social structure, policy, and change in organizational environments. Through analysis of the development and spread of large scale organizations, we understand more fully how the behavior of populations may be controlled.

Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-433 Sociology of Education (3.00 cr.)
(Varies-Contact Dept. Head)

This course will analyze the complex mutual influences between education, social class, race, gender, and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The

structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU-232 may serve as a prerequisite for students without a 200-level sociology course. Lecture/Discussion. Prerequisites: take SOC-230 SOC-231 SOC-260 or EDU-232.

SOC-471 Sociology Service Project (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No less than 50 hours of service must be completed, along with a written report connecting the experiential lessons to central themes or theories in sociology. Pass/Fail grading only. Practicum. Prerequisites: take 12 credits; from Subject SOC.

SOC-472 Sociology Literature Review (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and should be taken just prior to SOC-496. Pass/Fail grading only. Seminar.

SOC-473 Prof Developments in Sociology (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This seminar examines the practice of sociology as a profession, including the code of ethics, the growing emphasis on applied and clinical sociology by the national and regional professional associations, and the contributions made by sociologists to specific legislative initiatives. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are interviews, readings, and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail grading only. Seminar.

SOC-489 Social Theory (3.00 cr.)
(Fall, Course Offered Every Year)

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced

by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.
Lecture/Discussion.

SOC-496 Seminar in Sociological Analysis (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Seminar. Prerequisites: take SOC-374 SOC-375 SOC-472.

SOC-498 Honors Thesis in Sociology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Research, Honors Thesis. Prerequisites: # take 3 credits from Subject SOC from Level 200 # take SOC-374 SOC-375.

SOC-499 Research in Sociology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Research. Prerequisites: # take 3 credits from Subject SOC from Level 200 # take SOC-374 SOC-375.

SPANISH

SPA-101 Elementary Spanish I (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA-103.

Independent language laboratory work required each week. Lecture/Discussion.

SPA-102 Elementary Spanish II (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take SPA-101.

SPA-103 Structural Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA-205. Independent language laboratory work required each week. Lecture/Discussion.

SPA-205 Intermediate Spanish I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion [in Spanish] of texts of moderate difficulty. Independent language laboratory work required each week. Lecture/Discussion. Prerequisites: take SPA-205.

SPA-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only. Practicum.

SPA-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour.

Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Independent Study. Instructor's consent required. Prerequisites: take SPA-205 SPA-206.

SPA-303 Civilization of Spain (3.00 cr.)
(Fall, Even-Numbered Years Only)

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Does not fulfill general education humanities and fine arts requirement. Lecture/Discussion.

SPA-304 Spanish American Civilization (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The historical development in the Hispanic speaking countries of the world and the impact on their culture in various fields such as art, religion and music. Does not fulfill general education humanities and fine arts requirement. Lecture/Discussion.

SPA-305 Spanish Phonetics & Phonology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. One hour of non-credit language laboratory required each week. Lecture/Discussion. Prerequisites: take SPA-205.

SPA-306 Adv. Grammar, Comp, Linguistics (3.00 cr.)
(Spring, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Lecture/Discussion. Prerequisites: take SPA-205.

SPA-307 Advanced Conversation (3.00 cr.)
(Spring, Course Offered Every Year)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Lecture/Discussion. Prerequisites: take SPA-305 SPA-306.

SPA-308 Readings in Hispanic Lit (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include

poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Lecture/Discussion. Prerequisites: take SPA-205 SPA-206.

SPA-350 Spanish Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is a weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of majors; may be taken four times for credit. Pass/Fail grading may be elected by the student. Seminar. Prerequisites: take 1 group (take SPA-205 SPA-206 /take SPA-305 SPA-306).

SPA-351 The Development of Poetry (3.00 cr.)
(Fall, Even-Numbered Years Only)

The introduction to poetic literary analysis and familiarity with poetry of Spain and Latin America is designed for students who are in the third or fourth year of college Spanish. Selections are read in chronological order, and each poem will be situated in its period and literary movement. Selections from both the epic ["El Cid"] and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inez de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Lecture/Discussion. Prerequisites: take SPA-305 SPA-306.

SPA-352 The Development of Theater (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inez de la Cruz, Usigli, Elena Garro, and García Lorca. Lecture/Discussion. Prerequisites: take SPA-305 SPA-306.

SPA-353 Development of Short Fiction (3.00 cr.)
(Spring, Even-Numbered Years Only)

The introduction to the development of short fiction in

the Spanish-speaking world is designed for students who are in their third or fourth year of college Spanish, students who have completed SPA-308 at Meredith, or those students who are native/near-native speakers of Spanish and who are interested in reading more short fiction in Spanish. Selections will be read in chronological order and each will be situated in its own historical and literary period. Selections will represent a variety of periods and styles and may include, but will not be limited to, authors of stature such as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inez de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Octavio Paz, and Rosario Castellanos. Lecture/Discussion. Prerequisites: take SPA-308.

SPA-354 Development of Long Narrative (3.00 cr.)
(Spring, Odd-Numbered Years Only)

SPA-354 will begin a chronological survey of long Spanish narratives, covering important developments in both the Peninsular as well as the Latin American narrative. Selected chapters from the proto-novel, "La Celestina," and passages from the first authentic Western novel, Cervantes' "Don Quijote," as well as selections from other peninsular novels will be read. Three or four novels from contemporary Spain and Latin America will also be read in their entirety. These latter works will be assigned according to theme rather than period due to the enormity of Hispanic literary production in this century. In addition to reading the works themselves, students will investigate various avenues of literary criticism. They will also have the opportunity to view part of an excellent cinematographical representation of the first six chapters of the "Quijote." The final project of the course is a paper based upon the work(s) of a novelist of the student's choice in which she will also use her preferred theory of literary criticism to analyze the text. May be taken without prerequisite course with permission of the instructor. Lecture/Discussion. Prerequisites: take SPA-308.

SPA-498 Honors Thesis in Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)
Research, Honors Thesis.

SOCIAL WORK

SWK-241 Intro to Soc Wrk & Soc Welfare (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

An overview of the profession of social work and the American Social Welfare Institution. The course examines

the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test their interest in social work through completion of 30 hours of volunteer work in a social welfare agency. Lecture/Discussion.

SWK-299 Intro Research in Social Work (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Research. Prerequisites: take SWK-241.

SWK-302 Social Policy Analysis (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Lecture/Discussion. Prerequisites: take SWK-241 POL-100.

SWK-304 Generalist Pract W/Individuals (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the generalist model of social work practice with an emphasis on application of a strengths-based approach to achieve planned change with individuals. The development of professional oral and written communication skills is emphasized as is developing a working understanding of professional values and ethics. Open to social work majors only. Lecture/Discussion. Prerequisites: take 1 group (take SWK-241 SWK-307 /take SWK-241 SWK-308).

SWK-305 Generalist Pract W/Families (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family sys-

tems and develop and test skills in applying generalist interventive techniques to practice with families. Consideration is given to professional values and ethics and to adaptation of techniques to facilitate work with minority and ethnic families. Open to social work majors only. Lecture/Discussion. Prerequisites: take SWK-241 SWK-304 SWK-307 SWK-308.

SWK-307 HBSE: Infancy - Adolescence (3.00 cr.)
(Fall and Summer, Odd-Numbered Years Only)

Use of systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of infancy through adolescence are covered. Lecture/Discussion. Prerequisites: take SOC-230 PSY-100 BIO-101. Corequisite courses: SWK-241.

SWK-308 HBSE: Adulthood Thru Aging (3.00 cr.)
(Spring and Summer, Even-Numbered Years Only)

Use of a systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adulthood through aging are covered. Lecture/Discussion. Prerequisites: take PSY-100 SOC-230 BIO-101. Corequisite courses: SWK-241.

SWK-309 Research Prin & Stats for SWK (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential and correlation statistics are introduced and students practice application of evaluative research principles and statistics with appropriate computer software. Values and ethics in research are also emphasized. Lecture/Discussion.

SWK-311 Prep For SWK Field Placement (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skill necessary for a successful field placement experience will be reviewed. Students must complete a

pre-placement experience in their field agency. Open to social work majors only. Lecture/Discussion. Prerequisites: take SWK-304. Corequisite courses: SWK-401.

SWK-401 Gen Pract W/Com, Org, Groups (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The generalist model of social work practice is implemented in the context of organizations, communities, and groups. Students study organizational theory as it relates to social agencies and theories of community and forms of community practice. Group composition, process, and uses in social agency and community settings are covered. Concepts of ethical decision making are introduced and students practice consensus building and work group leadership skills. Open to social work majors only. Lecture/Discussion. Prerequisites: take 1 group (take SWK-241 SWK-304 SWK-307 /take SWK-241 SWK-304 SWK-308). Corequisite courses: SWK-311.

SWK-402 Social Work Field Experience (12.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in a qualified social agency. Open to social work majors only. Requires approval of Director of Field Education. Fee: \$300. Field Placement. Prerequisites: # take SWK-241 SWK-302 SWK-307 SWK-308 SWK-309 SWK-311 # take SWK-304 SWK-305 SWK-401 minimum grade C. Corequisite courses: SWK-403.

SWK-403 Field Placement Seminar (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Students meet weekly for an integrative seminar designed to assist them in applying social work theory and ethics in social work settings. Students also complete an evaluation of practice research project based on their work in the field placement agency. Written assignments are required to demonstrate integration of knowledge and practice. Open to social work majors only. Requires approval of the Director of Field Education. Seminar. Instructor's consent required. Corequisite courses: SWK-402.

SWK-405 Selected Topics in Social Work (3.00 cr.)
(Varies-Contact Dept. Head)

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social

work in private industry, medical social work, child welfare, long term care of the aged, and social work in mental health settings. Lecture/Discussion.

SWK-498 Honors Thesis in Social Work (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Research, Honors Thesis. Prerequisites: take SWK-309.

SWK-499 Research in Social Work (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Research. Prerequisites: take SWK-309.

THEATRE

THE-114 Introduction to Theatre (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance. Lecture/Discussion.

THE-130 Performance (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and

completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-131 Directing (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-132 Assistant Directing (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-133 Lighting (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-134 Sound (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-135 Costuming (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical

theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-136 Makeup (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-137 Stage Management (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-138 Scenery (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-139 Design (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-140 House Management (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-141 Publicity (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-142 Box Office (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit. Practicum. Instructor's consent required.

THE-214 Creative Dramatics (3.00 cr.)
(Spring, Course Offered Every Year)

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching. Lecture/Discussion.

THE-224 Acting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation

technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic drama genres, and the audition process. May be repeated for credit to a maximum of four times. May be taken without prerequisite courses with instructor's consent. Studio. Prerequisites: take THE-114.

THE-244 Fundamental Concepts - Theatre (1.00 cr.)

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized. Lecture/Discussion.

THE-245 Stagecraft (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Lab. Prerequisites: take THE-114.

THE-246 Lighting and Sound (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Lab. Prerequisites: take THE-245.

THE-247 Costume and Makeup (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Lab. Prerequisites: take THE-245.

THE-316 Hist. Theatre Classic-Romance (3.00 cr.)
(Fall, Even-Numbered Years Only)

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870.

Western and non-western theatre history will be examined. Lecture/Discussion. Prerequisites: take THE-114.

THE-317 His. of Theatre Modern-Contemp (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor's consent. Lecture/Discussion. Prerequisites: take THE-114.

THE-320 Puppetry (3.00 cr.)
(Spring, Even-Numbered Years Only)

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwrighting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Lab. Prerequisites: take THE-114.

THE-324 Acting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. May be taken without prerequisite courses with instructor's consent. Studio. Prerequisites: take THE-224.

THE-335 Scenic Design and Painting (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Lab. Prerequisites: take THE-114 THE-245.

THE-350 Modern Drama (3.00 cr.)
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Lecture/Discussion. Prerequisites: take ENG-201.

THE-424 Acting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. May be taken without prerequisite courses with instructor's consent. Studio. Prerequisites: take THE-324.

THE-425 Directing (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Lecture/Discussion. Prerequisites: take THE-114.

THE-490 Project: Area of Special. (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, management, etc.). Lecture/Discussion. Instructor's consent required.

THE-496 Seminar in Musical Theatre (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Seminar. Prerequisites: take THE-114.

THE-499 Intern: Area of Specialization (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite courses with instructor's consent. Internship. Prerequisites: take THE-114.

THE-735 Methods of Teaching Theatre (3.00 cr.)
(Fall, Course Offered Every Year)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Lecture/Discussion. Prerequisites: take THE-214.

NOTES



Meredith College

A PROFILE, 2001-2002

Character

Largest private, four-year college for women in the Southeast. Emphasis on the liberal arts. Founded by North Carolina Baptists; chartered in 1891.

Student Body 2000-2001

Total enrollment is 2,595. Undergraduate students include 2,183 degree candidates (50% campus residents, 50% commuting students) and 249 non-degree students taking credit courses. Graduate students include 120 degree candidates, 11 dietetic internship students, and 32 post-baccalaureate students taking credit courses. Students are from 27 states and 29 foreign countries. Programs for degree-seeking adult students. Also, there were 897 registrations in continuing education courses.

Campus

225 acres of land and tall oaks, set amidst the excitement and activities of a capital city and the Research Triangle Park, an area boasting approximately 90,000 college students. 1,200-seat amphitheater on lake site. Students reside in seven residence halls. Other facilities include the Carlyle Campbell Library (over 136,900 volumes, 64,300 microforms, 11,600 audio-visual materials, and 2,773 journal and newspaper subscriptions), music library, art galleries, research greenhouse, music practice rooms, 600-seat auditorium, theater, concert hall, student center, computer labs, child care lab, learning center, autism lab, astronomy observation deck, indoor swimming pool, fitness center, dance studio, lighted outdoor tennis courts, putting green and soccer field. A campus-wide network provides e-mail, Internet access, and ALIS (Library Computer System) access. Computers connected to campus network are in each residence hall and student center. Intranet is available for campus-network users.

Academic Characteristics

Undergraduate student-faculty ratio approximately 13:1. Average class size 19. 125 full-time and 142 part-time professors. 78% of full-time professors have earned doctoral degrees. 70% of full-time faculty is female, 30% is male. Approximately 85% of freshmen return for their sophomore year. The average graduation rates for full-time, first-time freshmen who entered Meredith in 1991, 1992, 1993, and 1994 are 57.8% completing within four years, 65.4% finishing within five years, and 66.8% graduating within six years.

Accreditation and Degrees

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration, Master of Music, and Master of Science in Nutrition.

It is also accredited by the National Association of Schools of Music, Council on Social Work Education, North Carolina Department of Public Instruction, National Council for Accreditation of Teacher Education, Foundation for Interior Design Education and Research. The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internship Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone number 312-399-4876). The Paralegal Program (a non-credit, postbaccalaureate certificate program) is approved by the American Bar Association.

Recognition

U.S. News & World Report — 2001 Top 17 ranking

among Southern Regional Colleges and Universities. National Survey of Student Engagement 2000 — recognized for having a supportive campus environment. Octameron Associates — *Named one of the Best 201 Colleges in the Real World.*

Special Programs

Study abroad options include a summer program in Italy, Switzerland, and England; plus a variety of semester and year-long travel opportunities throughout the world. Internships and Cooperative Education available in all areas of study. Honors and Teaching Fellows programs. Undergraduate Research Opportunities Program (UROP). Laptop computer requirement for freshmen, beginning Fall 2001. United Nations Semester, Washington, D.C. Semester, and New York City Semester. Pre-professional programs and teacher education offered. Cooperating Raleigh Colleges consortium allows students to take courses at the four other colleges and universities in Raleigh.

Community Involvement

Meredith makes available the use of its facilities to off-campus groups. Over 100,000 people attend functions on the Meredith campus each year.

Career Preparation

The College offers career planning seminars, vocational interest testing, experiential opportunities, information on graduate and professional schools, access to over 350 employers, and other services to help students develop a clear career path. A recent survey of new graduates indicated that within six months after graduation 98% of respondents seeking employment had found positions.

Financial Assistance

Meredith expects to meet a high percentage of need through a combination of scholarships, grants, loans and work study. Music, art, interior design and academic scholarships available. Teaching Fellow and Baptist scholarships available for eligible NC students. In 2000-2001, Meredith coordinated approximately \$13.8 million in financial assistance for 1,593 students.

Consumer Information

Meredith is happy to provide students with information about financial assistance programs and policies, graduation and persistence statistics, and campus safety and security reports. Information may be requested from the Office of Admissions.

COLLEGE DIRECTORY

THE CORPORATION, 2001

— Officers

MAUREEN A. HARTFORD

President

N. JEAN JACKSON

*Vice President for Student Development
(also serves as assistant secretary)*

MARY S. JOHNSON

Vice President for Executive and Professional Programs

JANE DITTMANN

Vice President for Institutional Advancement

ROSALIND R. REICHARD

Vice President for Academic Affairs

LaROSE F. SPOONER

*Vice President for Marketing
(also serves as secretary)*

WILLIAM F. WADE, JR.

*Vice President for Business and Finance
(also serves as treasurer)*

BOARD OF TRUSTEES

— Officers

BRAD WILSON

Chair

ELAINE MARSHALL

Vice Chair

GEORGE GRIFFIN

Vice Chair, Business and Finance

GARY TRAWICK

Vice Chair, Board Affairs

SUZANNE REYNOLDS

Vice Chair, Academic and Campus Life

FAYE BROYHILL

Vice Chair, Outreach

— Executive Committee

BRAD WILSON

Chair

ELAINE MARSHALL

Vice Chair

BARBARA ALLEN

FAYE BROYHILL

BETTY GRIFFIN

GEORGE GRIFFIN

ALEX HOLMES

VIRGINIA PARKER

SUZANNE REYNOLDS

GARY TRAWICK

— Term Expiration June 30, 2002

BARBARA GOODMON

Raleigh

DOROTHY GOODWIN

Apex

WENSELL GRABAREK

Durham

BETTY GRIFFIN

Raleigh

BOBBY HARRELSON

Wilmington

LAMAR KING

Boone

PHIL KIRK

Raleigh

ELAINE MARSHALL

Lillington

CHARLES SANDERS

Durham

— *Term Expiration June 30, 2003*

BARBARA ALLEN
Raleigh
MARGARET DARDESS
Chapel Hill
AGNES GOLDSTON
Raleigh
EVERETT HENRY
Lumberton
NORMAN KELLUM
New Bern
WILLIAM LAWRENCE
Sanford
TRACY PARKS
Pinehurst
SANDRA PAUL
Raleigh
FRED WILLIAMS
Greensboro
BRAD WILSON
Durham

— *Term Expiration June 30, 2004*

JO ELLEN AMMONS
Raleigh
FAYE BROYHILL
Lenoir
RENEE DOBBINS
Durham
WILLIAM JOHNSON
Raleigh
PAULA STEWART
Durham
VIRGINIA PARKER
Raleigh
SUZANNE REYNOLDS
Winston-Salem
TAMARA ROBB
Charlotte
EARL SPANGLER
Shelby
GARY TRAWICK
Burgaw

— *Term Expiration June 30, 2005*

YVETTE BROWN
Havertown, PA
HOPE CONNELL
Raleigh
LEO DAUGHTRY
Smithfield
ROBERT EAVES
New Bern
GEORGE GRIFFIN
Havelock
ALEX HOLMES
Raleigh
JUDITH LEGRAND
Raleigh
ABRAHAM OUDEH
Dunn
MICHELLE RICH
Raleigh
LOU TIPPETT
Fayetteville

— *Trustee Emerita*

MARGARET W. PARKER
Winston-Salem

BOARD OF ASSOCIATES

— *Officers*

DURWOOD LAUGHINGHOUSE
President
Raleigh
NANCY HIGH, 1962
Vice President
Winston-Salem
TEENA ANDERSON
Raleigh
RON BARNES
New Bern
ROBERT E. BEASLEY
Raleigh
SUSAN ARROWOOD BOISSEAU, 1974
Raleigh
LAURA BROMHAL, 1976
Raleigh

CHARLES D. BRYANT, SR.

Cary

SUSAN ELISABETH BURNETTE, 1994

Raleigh

CLYMER CEASE

Cary

NANCY WILLIAMS CHEEK, 1963

Chapel Hill

KELLY KNOTT COBB, 1969

Apex

NORMA BAKER COOK, 1963

Raleigh

WILLIAM G. DAUGHTRIDGE, JR.

Rocky Mount

MARY WOODLEY DICUS, 1974

Raleigh

DON J. EASTERLIN, III

Durham

KRISTY MCLAURIN EUBANKS, 1998

Cary

JONI FAY WATTS FETTERMAN, 1978

Clinton

PENNY GALLINS, 1972

Raleigh

ANNE FEREBEE-GAVAGHAN, 1985

Holly Springs

GIGI JACKSON GIERSCHE, 1962

Raleigh

ROBERT L. GUTHRIE

Raleigh

KATHY M. HIGGINS, 1985

Durham

DONA ISLEY HILL, 1973

Raleigh

EVELYN BOOTH HUGHES, 1984

Raleigh

MARIE DUNN INSCORE, 1965

Rocky Mount

CLAIRE SULLIVAN LANGFORD, 1972

Raleigh

CURT LEE

Raleigh

BARBARA MCLAMB, 1996

Raleigh

CHARLOTTE MARTIN

Raleigh

BETH COLEMAN MOSCA, 1987

Brown Summit

RICHARD H. NEWTON

Raleigh

CAROLYN OSBORNE

Morrisville

CLEO GLOVER PERRY, 1945

Zebulon

MARY LEWIS POTTER, 1974

Raleigh

BOBBY PURCELL

Cary

MICHELLE RICH, 1973

Raleigh

PAMELA M. RILEY, 1973

Durham

LISA ROBERDS, 1990

Raleigh

DEBORAH DOVE SMITH, 1980

Raleigh

SHARON R. STEPHENSON, 1977

Cary

JENNIFER TERRY

Chapel Hill

KATHERINE K. THOMAS, 1979

Raleigh

NANCY BRADLEY THOMPSON, 1997

Raleigh

LOU PERRY TIPPETT, 1962

Fayetteville

SALLY L. TURNER, 1977

Raleigh

STEPHANIE M. WEATHERSPOON, 1995

Raleigh

FRANK S. WOODY, JR.

Raleigh

—Presidential Advisory Council

DAVE BENEVIDES

RTP

WILLIAM L. BONDURANT

Chapel Hill

JAMES E. BROWN, JR.

Raleigh

W. THACKARA BROWN, JR.

Raleigh

BETSY L. COCHRANE, 1958

Advance

JAMES L. DECKER

Baldwin, MD

HARRY L. EBERLY

Raleigh

HOWARD T. EDWARDS

Raleigh

MARILYN FOOTE-HUDSON

RTP

MICHAEL S. HAMBY, SR.

Raleigh

LESLIE LANDIS HAYES, 1980

Winston-Salem

SARA LYNN RILEY KENNEDY, 1966

Raleigh

CAROLYN SPERRY LEITH, 1985

Raleigh

ROBERT L. LUDDY

Wake Forest

BETTY RAY MCCAIN

Wilson

THOMAS H. MCGUIRE

Raleigh

SARAH PARKER, 1964

Charlotte

MICHELLE RICH, 1973

Raleigh

RICHARD A. URQUHART, III

Raleigh

C. E. VICK

Raleigh

STEPHEN P. ZELNAK, JR.

Raleigh

ALUMNAE ASSOCIATION BOARD

—*Officers 2001-2002**(Date following name indicates year of graduation)*

CLAIRE SULLIVAN LANGFORD, 1972

President

LYNN JONES ENNIS, 1975

President Elect

TERRI COUCH TAYLOR, 1981

Secretary

GIGI JACKSON GIERSCHE, 1962

Past President

VANESSA GOODMAN BARNES, 1988

Vice President for Programs

MARY BETH DEATON, 1989

Vice President for Gifts

SUSAN FETZER VICK, 1984

Vice President for Outreach—*Directors at Large*

REBECCA ASKEW, 1976

Raleigh

TRACEY SALTER LEARY, 1994

Richlands

JANE CATE FOWLER, 1953

Zebulon

SUZANNE M. HAGE, 1990

Durham

MARSHA MCCUTCHEN HEWITT, 1973

South Carolina

MARTHA E. STEPHENSON, 1972

Western North Carolina

JOANNA MANIKAS HALSEY, 1991

Virginia

FAYE CARTER FORMY-DUVAL, 1961

Chadburn

ANN C. KIRKLAND, 1996

Durham

STEPHANIE GEORGALLIS PROCTOR, 1983

New Bern

KATHRYN ELLEN STYERS, 1993

Gastonia

CYNTHIA BAUGHAN WHEATON, 1975

Chapel Hill

PAULA L. WILLIAMS, 1995

Maryland

—*Trustee Representative*

BETTY STROUD GRIFFIN, 1988

Raleigh

FACULTY, 2000-2001

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

SIDNEY ADKINS, Ed.D. (Spring 2001)

Dean, School of Business

B.S., Appalachian State University; M.Ed., Shippensburg State University; Ed.D., University of Virginia

ALAN I. AMMANN, D.B.A. (1990)

Associate Professor of Business

B.S., M.B.A., D.B.A., Mississippi State University.

LYN G. AUBRECHT, Ph.D. (1974)

Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (1984)

Professor of Art

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

MAUREEN BANKER, A.M. (1984)

Associate Professor of Art

A.B., Meredith College; A.M., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

DAVID BEADLE, M.F.A. (1998)

Instructor of Dance

A.B., Manhattanville College; M.F.A., Ohio State University

MELINDA BELCHER, M.S. (1997)

Instructor of Physical Education

B.S., Appalachian State University; M.S., Western Illinois University.

CYNTHIA BISHOP, Ph.D. (1977)

Professor of Social Work

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)

Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, Ph.D. (1966)

Professor of Mathematics

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

SUZANNE BRITT, A.M. (1987)

Assistant Professor of English

A.B., Salem College; A.M., Washington University

CAROL BROWN, M.S. (1983)

Associate Professor of Physical Education

B.S., Colorado State University; M.S., Smith College.

LORI ANN BROWN, Ph.D. (1992)

Associate Professor of Sociology

A.B., University of Louisville; A.M., Temple University; Ph.D., Indiana University.

ANN BURLEIN, Ph.D. (1997)

Assistant Professor of Religion

A.B., St. John's College; A.M., Holy Names College;

A.M., University of Chicago; Ph.D., Duke University.

MARTHA BURPITT, Ph.D. (1991)

Associate Professor of Human Environmental Sciences

B.F.A., M.F.A., Ph.D., University of Georgia.

WILLIAM BURPITT, Ph.D. (1999)

Associate Professor of Business

A.B., M.B.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

SILVIA BYER, A.M. (1996)

Instructor of Foreign Languages and Literatures

A.B., Università di Torino-Italy; A.M., University of North Carolina at Chapel Hill

MELINDA CAMPBELL, Ph.D. (1992)

Associate Professor of Physical Education

B.S., Gardner-Webb College; M.S., Indiana University; Ph.D., University of North Carolina at Greensboro.

MARIE CHAMBLEE, Ph.D. (1977)

Professor of Health and Physical Education

B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

V. GLENN CHAPPELL, Ph.D. (1991)

Associate Professor of Business

B.S., North Carolina State University; Ph.D., University of Tennessee.

MARY CLANCY, Ph.D. (1998)

Associate Professor of Physical Education

B.S., University of Wisconsin; A.M., New Mexico University; Ph.D., University of South Carolina.

KATHRYN CLARK, Ph.D. (1992)

Associate Professor of Human Environmental Sciences

B.S., M.S., Ph.D., UNC-Greensboro.

GWENDOLYN CLAY, Ph.D. (1985)

Professor of Mathematics

B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

ROBIN COLBY, Ph.D. (1988)

Associate Professor of English

A.B., Meredith College; A.M. North Carolina State University; Ph.D., Duke University.

ALYSON W. COLWELL-WABER, M.F.A. (1984)

Associate Dean for Academic Affairs

Associate Professor of Dance

B.S., Pennsylvania State University; M.F.A., Arizona State University.

VILMA CONCHA, Ph.D. (2000)

Assistant Professor of Foreign Languages and Literatures

Licenciatura, Universidad de Narino, Pasto, Colombia, S.A.; A.M., Ph.D., State University of New York
JOHN W. CREAGH, Ph.D. (1984)

Associate Professor of Communication

A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

FRANCIE CUFFNEY, Ph.D. (1993)

Assistant Professor of Biology

A.B., Oberlin College; M.S., University of Louisiana; Ph.D., University of Georgia.

CHARLES A. DAVIS, Ph.D. (1967)

Professor of Mathematics

B.S., M.A.M., Ph.D., North Carolina State University.

MARY KAY DELANEY, Ph.D. (1993)

Assistant Professor of Education

A.B., George Washington University; M.Ed., Harvard University; Ph.D., University of North Carolina at Chapel Hill.

PAM DENNING, M.S.W. (1999)

Sociology

M.S.W., East Carolina University.

DEBORA DeOLIVERIA, Ph.D. (2000)

Assistant Professor of Foreign Languages and Literatures

A.B., University of Puerto Rico; A.M., Ph.D., University of Rochester

JANE DITTMAN, J.D. (2001)

Vice President for Institutional Advancement

A.B., Salem College; J. D. Wake Forest University

REBECCA DUNCAN, Ph.D. (1997)

Assistant Professor of English

A.B., A.M., The Ohio State University; A.M., University of South Florida; Ph.D., Florida State University.

CYNTHIA EDWARDS, Ph.D. (1991)

Associate Professor of Psychology

A.B., Wake Forest University; A.M., Ph.D., University of North Carolina at Chapel Hill.

DIANE R. ELLIS, Ph.D. (1982)

Professor of Human Environmental Sciences

A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

SARAH ENGLISH, Ph.D. (1979)

Professor of English

A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

DOREEN FAIRBANK, Ed.D. (1991)

Associate Professor of Psychology

A.B., A.M., Rutgers University; Ed.D., University of Alabama.

MELINDA FINE, M.F.A. (1998)

Instructor of Art

A.B., M.F.A., University of North Carolina at Greensboro

LINDA FITZ-SIMONS, M.F.A.. (1988)

Associate Professor of Art

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro.

JAMES C.B. FOGLE, Ph.D. (1977)

Professor of Music

A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

CLYDE C. FRAZIER, Ph.D. (1982)

Professor of Politics

A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

LISA FREDENBURGH, D.M.A. (1996)

Assistant Professor of Music

A.B., Luther College; M.M., M.M., D.M.A., University of Arizona.

JANET L. FREEMAN, M.L.S. (1984)

Dean of Library Information Services

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College.

ROSALIE P. GATES, Ph.D. (1965)

Professor of History

A.B., A.M., Ph.D., Duke University; post-doctoral

research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)

Professor of English

A.B., Duke University; A.M., University of Virginia;
Ph.D., University of North Carolina at Chapel Hill.

ANN GLEASON, M.Ed. (1997)

Dean of Students

A.B., Quincy College; M.Ed., Auburn University

JANE GLEASON, Ph.D. (1994)

Associate Professor of Education

B.S., M.Ed., East Carolina University; Ph.D., University
of North Carolina at Chapel Hill.

KAREN GLUMM, Ph.D. (1994)

Assistant Professor of Sociology

A.B., A.M., Eastern Illinois University; Ph.D. University
of Texas.

ELLEN B. GOODE, Ed.D. (1976)

Professor of Human Environmental Sciences

B.S., Virginia Polytechnic Institute; M.S.H.E., University
of North Carolina at Greensboro; Ed.D., North Carolina
State University.

ELLEN GRADEN, Ph.D. (1996)

Assistant Professor of Education

A.B., Murray State University; A.M., University of
Kentucky; Ph.D., Wright State University.

ELOISE GRATHWOHL, Ph.D. (1990)

Associate Professor of English

A.B., A.M., Ph.D., University of North Carolina at
Chapel Hill.

LARRY L. GRIMES, Ph.D. (1981)

Professor of Biology

B.S., M.S., Ph.D., North Carolina State University.

JOSEPHINE GUGLIELMI, Ph.D. (1987)

Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State
University.

CAROLYN HAPPER, Ph.D. (1986)

Associate Professor of History

A.B., Ph.D., Duke University; A.M., University of North
Carolina at Chapel Hill.

MAUREEN A. HARTFORD, Ed.D. (1999)

President

A.B., A.M., University of North Carolina at Chapel Hill;
Ed.D., University of Arkansas

CARL HATCHELL, M.A.T. (1988)

Assistant Professor of Physical Education

B.S., Mars Hill College; M.A.T., University of North
Carolina at Chapel Hill.

CAROL HAZARD, Ph.D. (1996)

Assistant Professor of Chemistry

A.B., University of St. Thomas; M.S., University of Texas;
Ph.D., University of North Carolina at Chapel Hill.

LEE HEATHCOAT, Ed.D. (1989)

Associate Professor of Education

B.S., Southwestern State University; M.S., Ed.D., North
Carolina State University.

DAVID HEINING-BOYNTON, Ph.D. (1989)

Professor of Psychology

A.B., University of South Florida; A.M., Ph.D., The Ohio
State University.

CARRIE HOLLAND, A.M. (1996)

Instructor of Foreign Languages and Literatures

A.B., University of Texas at Austin; A.M., Middlebury
University

KELLEY HOLZKNECHT, M.S. (1998)

Instructor of Physics

B.S., Valdosta State College; M.S., Indiana University of
Pennsylvania

JENNIFER HONTZ, Ph.D. (2000)

Assistant Professor of Mathematics

B.S., B.S., Ph.D., North Carolina State University

ROSEMARY T. HORNAK, Ph.D. (1977)

Professor of Psychology

A.B., Wheeling Jesuit University; A.M., Ph.D., The Ohio
State University.

DEBORAH HORVITZ, M.S.Ed. (2001)

Director of Graduate Studies

B.S., Boston University; M.S., Lesley College

R. JOHN HUBER, Ph.D. (1974)

Professor of Psychology

A.B., Kent State University; A.M., University of Vermont;
Ph.D., University of New Hampshire.

JEAN JACKSON, Ph.D. (1983)

Vice President for Student Development

Professor of English

A.B., Meredith College; A.M., Ph.D. University of
Illinois.

ALISA JOHNSON, Ph.D. (1998)

Assistant Professor of English

A.B., Guilford College; A.M., Ph.D., University of North

Carolina at Chapel Hill.

MARY S. JOHNSON, Ed.D. (1980)

Vice President for Executive and Professional Programs

Professor of Education

A.B., A.M., Western Carolina University; Ed.D., Duke University.

SUE E. KEARNEY, A.M. (1966)

Dean of Enrollment Planning and Institutional Research

A.B., Meredith College; A.M., Wake Forest University.

JOHN W. KINCHELOE, III, A.M. (1985)

Media Specialist

A.B., University of Richmond; A.M., University of Virginia.

VIRGINIA KNIGHT, Ph.D. (1987)

Professor of Mathematics

A.B., DePauw University; A.M., Ph.D., University of Oregon.

BARRETT E. KOSTER, (2000)

Assistant Professor of Computer Science

B.S., Swarthmore College; M.S., Duke University; Ph.D., North Carolina State University.

MARY KOVELL, M.S. (2000)

Assistant Professor of Physical Education

B.S., M.S., Ball State University

VIVIAN KRAINES, Ph.D. (1979)

Professor of Mathematics

A.B., Ph.D., University of California.

JEROD KRATZER, Ph.D. (1986)

Professor of Education

B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

STEVEN KREIS, Ph.D. (1998)

Assistant Professor of History

A.B., Boston University; A.M., Ph.D., University of Missouri

WILLIAM LANDIS, Ph.D. (1996)

Associate Professor of Human Environmental Sciences

B.S., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro.

ALMA LANE LEE, M.Ed. (1993)

Director of Teaching Fellows Program

B.S., University of North Carolina at Greensboro; M.Ed., Meredith College.

CHARLES P. LEWIS III, Ph.D. (1980)

Associate Professor of Chemistry

B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

GRAY LIGON, Ph.D. (1995)

Associate Professor of Business

B.S., University of Alaska; J.D. University of Puget Sound, M.I.M., American Graduate School of International Management; Ph.D., University of Tennessee.

ROSE J. LIPPARD, M.B.A., J.D. (1989)

Assistant Professor of Business

A.B., Meredith College; M.B.A., American University; J.D., George Washington University.

KENT LYMAN, D.M. (2000)

Associate Professor of Music

B.M., University of Utah; M.M., D.M., Indiana University

W. DAVID LYNCH, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester; additional study, Akademie "Mozarteum," Salzburg, Austria; Syracuse University; Duke University.

MONICA McKINNEY, Ph.D. (2000)

Assistant Professor of Education

A.B., Ph.D., University of North Carolina at Chapel Hill

JOHN MECHAM, Ph.D. (2000)

Professor of Biology

B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

NAN MILLER, A.M. (1986)

Assistant Professor of English

A.B., Wake Forest University; A.M., North Carolina State University.

BETH A. MULVANEY, Ph.D. (1989)

Assistant Professor of Art

A.B., State University of New York, Buffalo; A.M., Ph.D., University of North Carolina at Chapel Hill.

SUSAN GANDY MUNROE, Ph.D. (1998)

Assistant Professor of Human Environmental Sciences

B.S., M.S., Florida State University-Tallahassee; Ph.D., University of Tennessee-Knoxville

JANET NELSON, Ph.D. (2000)

Assistant Professor of Religion

B.F.A., Emerson College; A.M., University of South Florida; Ph.D., Syracuse University

CARRIE NICHOLS, M.L.S. (1994)

Catalog Librarian

A.B., M.L.S., North Carolina Central University.

HARRIETT NITTOLI, Ph.D. (1997)

Assistant Professor of Foreign Languages

A.B., East Carolina University; A.M., Ph.D., University of North Carolina at Chapel Hill.

MICHAEL NOVAK, Ph.D. (1987)

Professor of History

A.B., Denison University; A.M., Ph.D., Harvard University.

REBECCA J. OATSVALL, Ph.D. (1984)

Professor of Business

B.S., M.Acc., Ph.D., University of South Carolina.

MURPHY OSBORNE, Ed.D. (1988)

Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

ALLEN F. PAGE, Ph.D. (1973)

Professor of Religion

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)

Professor of Music

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

DAVID PARKER, M.F.A. (1993)

Associate Professor of Art

A.A., Campbell University; A.B., M.F.A. East Carolina University.

WETONAH PARKER, Ed.D. (1993)

Associate Professor of Education

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

JAMES PEARCE, Ph.D. (2001)

Assistant Professor of English

A.B., A.M., Ph.D., Stanford University

LISA PEARCE, M.F.A. (1996)

Assistant Professor of Art

A.B., Meredith College; M.F.A. University of North Carolina at Greensboro.

THOMAS PENCEK, D.B.A. (1998)

Associate Professor of Business

B.S., State University of New York at Fredonia; M.B.A., D.B.A., Mississippi State University.

CHRISTA PHILLIPS, M.F.A. (1999)

Assistant Professor of Theatre

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro.

JAMES PIAZZA, Ph.D. (1998)

Assistant Professor of History

A.B., Loyola University; A.M., University of Michigan; Ph.D., New York University

PATSY PIERCE, Ph.D. (2000)

Assistant Professor of Human Environmental Sciences

A.B., University of North Carolina at Greensboro; M.S., Ph.D., University of North Carolina at Chapel Hill

BRENT A. PITTS, Ph.D. (1981)

Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Superieure de Commerce de Lyon.

WALDA POWELL, Ph.D. (1995)

Assistant Professor of Chemistry

B.S., M.S., Ph.D., North Carolina State University.

ROSALIND REICHARD, Ph.D. (2000)

Vice President for Academic Affairs

Professor of Mathematics

A.B., Harpur College; M.S., Ph.D., Michigan State University

ROBERT K. REID, Ph.D. (1979)

Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)

Professor of Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

MARTINE REY, Ph.D. (1991)

Associate Professor of Foreign Languages

A.M., University of Tubingen, Germany; A.M., Northern Arizona University; Ph.D., University of North Carolina at Chapel Hill.

JEAN RICK, M.S. (1994)

Reference Librarian

A.B., Wittenberg University; A.M., West Texas A&M University; M.S., University of North Carolina at Chapel Hill.

CATHERINE B. RODGERS, M.F.A. (1988)

Associate Professor of Theatre

A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

JACK ROLLER, D.M.A. (2000)

Assistant Professor of Music

A.B., M.M., University of Tulsa; D.M.A., University of Kansas

CARLA ROSS, Ph.D. (1998)

A.B., University of Southern Mississippi; M.A., University of Georgia; Ph.D., University of Southern Mississippi.

MARK ROSSO, M.B.A. (1994)

Assistant Professor of Computer Science

A.B., Northwestern University; A.M., Duke University; M.B.A., University of North Carolina at Chapel Hill.

REGINA ROWLAND, A.M. (1995)

Assistant Professor of Art

A.B., Meredith College; A.M., North Carolina State University; additional graduate study, North Carolina State University.

ALICIA A. SCHLINTZ, M.Ed. (1994)

Instructor of Mathematics

B.S., M.Ed., North Carolina State University.

SHERRY SHAPIRO, Ed.D. (1989)

Associate Professor of Dance

A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

REGINALD B. SHIFLETT, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)

Professor of Photography and Foreign Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A., C.M.A. (1982)

Assistant Professor of Business

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

LaROSE F. SPOONER, Ed.D. (1967)

Vice President for Marketing

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

SUSAN SQUIRES, M.S.L.S. (1988)

Reference Librarian

A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

MARGIE STEWART, M.F.A. (2000)

Assistant Professor of Art

A.B., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; M.P.D., North Carolina State University

EUGENE M. SUMNER, D.S.W. (1973)

Professor of Social Work

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

JANICE C. SWAB, Ph.D. (1992)

Professor of Biology

B.S. Appalachian State University; M.S., Ph.D., University of South Carolina.

LOUISE TAYLOR, Ph.D. (1978)

Professor of English

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

MARTHA JANE TERRY, M.F.A. (1991)

Assistant Professor of Art

B.F.A., University of North Carolina at Chapel Hill; M.F.A., Tyler School of Art.

MARY L. THOMAS, Ph.D. (1982)

Professor of Foreign Languages

A.B., Ohio University; A.M., Ph.D., University of Michigan; postdoctoral study, University of North Carolina at Chapel Hill.

DEBORAH TIPPETT, Ph.D. (1987)

Professor of Human Environmental Sciences

B.S., M.S., Ph.D., University of North Carolina at Greensboro.

BARBARA TRUE-WEBER, Ph.D. (1988)

Associate Professor of Politics

A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)

Professor of Religion and Philosophy

A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

WILLIAM F. WADE, JR., B.S., C.P.A.

Vice President for Business and Finance

B.S., University of North Carolina at Chapel Hill

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

EDWARD M. WALLER, M.S. (1986)

Technical Services Librarian

A.B., Wake Forest University; A.M., Duke University;

M.S., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)

Professor of English

A.B., A.M., Ph.D., University of Virginia.

BETTY WEBB, Ph.D. (1971) (1974)

Professor of English

A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

ELIZABETH A. WEIR, Ed.D. (1988)

Professor of Education

B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

SUSAN B. WESSELS, M.B.A., C.P.A. (1978)

Professor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

ELLEN WILLIAMS, D.M. (1992)

Associate Professor of Music

A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)

Assistant Professor of Education

A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

PAUL WINTERHOFF, Ph.D. (1995)

Assistant Professor of Human Environmental Sciences

A.B., Duke University; M.S., Ph.D., University of North Carolina at Greensboro.

ELIZABETH D. WOLFINGER, Ph.D. (1992)

Associate Professor of Biology

B.S., Liberty University; Ph.D., North Carolina State University.

ANNE YORK, Ph.D. (1999)

Assistant Professor of Business

B.S., Elon College; M.S., University of North Carolina at Charlotte; Ph.D., North Carolina State University.

RHONDA M. ZINGRAFF, Ph.D. (1979)

Professor of Sociology

B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

ADJUNCT FACULTY, 2000-2001

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

BENJAMIN ALBERS, A.M. (1998)

Sociology

A.B., Kenyon College; A.M., Duke University

BETTY ADCOCK (1983)

Writer-in-Residence

KIMBERLY ALLEMANG, A.B. (1997)

Music

A.B., Indiana State University

EMILY ALMASY, M.B.A. (2001)

Business

B.S., Appalachian State University; M.B.A.,

Meredith College

SUZANNE ANDRON, M.L.A. (1988)

Human Environmental Sciences

B.S., Pratt Institute; M.L.A., North Carolina State University.

WILINDA ATCHLEY, A.B. (1987)

Music

A.B., Eastern New Mexico University

LEONARD BAER, M.S. (2001)

Chemistry

A.B., Oberlin College; M.S., Virginia Tech

SUE BALLARD, B.S. (1995)

Human Environmental Sciences

B.S., University of North Carolina at Greensboro.

DEBRAH BARISH, M.Ag. (1990)

Human Environmental Sciences

B.S., M.Ag. University of Florida.

DENISE BASSETT, M.B.A. (1998)

Mathematics

B.S., M.B.A., State University of New York at Buffalo.

RICHARD BEATTY, M.F.A. (1989)

Art

B.S., East Carolina University; M.Ed., M.F.A., University of North Carolina at Greensboro.

LISA BLACKLEDGE, M.M. (1990)

Music

Mus.B., University of Wisconsin at Madison; Mus.M., University of North Carolina at Chapel Hill.

SARAH BOONE,, M.A.T. (Spring 2000)

English

A.B., M.A.T., University of North Carolina at Chapel Hill

LAURA BRADFORD, A.B. (1997)

Physical Education

A.A., Palm Beach Junior College; A.B., Catholic University.

KRISTI S. BREWER, A.M. (1994)

Communication

A.B., B.S., Concord College; A.M., Marshall University.

ANGIE BROWNING, A.B. (1999)

Physical Education

A.B., Meredith College.

L. D. BURRIS (1999)

Physical Education

LISBETH B. CARTER, Mus.M. (1994)

Music

Mus.B., Boston Conservatory of Music; Mus.M., Meredith College.

JANET CHERRY, Mus.M. (1988)

Music

Mus.B., Mus.M., Meredith College.

MARGARET CLARY, M.Ed. (1988)

Education

A.B., Limestone College; M.Ed., Meredith College

BERNARD H. COCHRAN, Ph.D. (1960)

Religion

A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; postdoctoral research, Yale University.

ROD COCKSHUTT, A.B. (1988)

English

A.B., Washington and Lee University.

CLARK COGGIN, A.M. (2000)

Art

A.B., Duke University; M.G.D., North Carolina State University

HELEN COLLIER, M.ED. (1999)

Education

A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

MITZI COOK (1998)

Human Environmental Sciences

M.R., North Carolina State University.

CANDIS COXE, M.A. (1995)

Foreign Languages

B.A., Bucknell University; M.A., University of North Carolina at Chapel Hill.

JANE CROWLEY, M.F.A. (2000)

Human Environmental Sciences

A.B., Hollins College; M.F.A., The Maryland Institute College of Art

WALLACE CRUMPLER, M.L.Sci. (1995)

Biology

B.S., North Carolina State University; M. Life Sciences, North Carolina State University.

RAYMOND CZARNECKI, M.B.A. (2001)

Business

B.S. Ch.E., University of Michigan; M.B.A., University of Buffalo

JUDY DEARLOVE, Ph.D. (1999)

English

A.B., Indiana University; A.M., Ph.D., University of Virginia

KAREL DiFRANCO, M.S. (1998)

Psychology

B.S., M.S., State University College at Buffalo; M.S., Niagara University.

BONNIE DiLEONE, M.Ed. (2000)

Human Environmental Sciences

B.S., M.Ed., Kent State University

SUZANNE DORSEY, A.M. (1992)

Education

B.S., University of Missouri; A.M. Bradley University.

SUSAN DRURY-RHONER, M.S. (1999)

Physical Education

A.B., University of California; M.S., California Polytechnic State University.

JUDY DUNSON, A.B. (1985)

Music

A.B., Meredith College.

JANIS DUPRE, Mus.M. (1994)

Music

Mus.B., Mus.M., Florida State University.

KRISTY EUBANKS, M.B.A. (2001)

Business

A.B., University of North Carolina at Charlotte; M.B.A., Meredith College

MARGARET EVANS, Mus.D. (1994)

Music

Mus.B., University of North Carolina at Chapel Hill;

Mus.M., University of Illinois, Mus.D., Northwestern University.

DEAN FARMER, Ph.D. (2000)

Communication

A.B., M.P.A., North Carolina State University; Ph.D., Ohio University

BETTY JO FARRINGTON, A.B. (1969)

Music

A.B., Meredith College.

LELAND FOGLEMAN, D. Psy. (2001)

Psychology

D. Psy., California School of Professional Psychology

DANA FRIEDLI, Mus.M. (1994)

Music

Mus.B., Mus.M., Mannes College of Music.

EDWARD FULLER, Ph.D. (1995)

Computer Science

B.S., Old Dominion University; M.B.A., Florida Atlantic University; Ph.D., Florida Atlantic University.

ELLIOTT GAFFER, M.A. T. (Sp. 2000)

Foreign Languages

B.A., University of Massachusetts; M.A.T., Brown University.

MARGARET E. GARRISS, Mus.M. (1989)

Music

Mus.B., Meredith College; Mus.M., Meredith College.

ELIZABETH GILLELAND, Ph.D. (1990)

Psychology

A.B., Furman University; M.S., Ph.D., North Carolina State University.

ANNE GILLINGHAM, A.M. (2001)

Foreign Languages

A.B. Indiana University; A.M., Miami University of Ohio

JIMMY GILMORE, Mus.M. (1994)

Music

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Julliard School of Music.

RICH GOLDBERG, M.F.A., (1999)

Art

A.B., Pennsylvania State University; M.F.A., East Carolina University.

JENNIFER GOULD, M.B.A. (1999)

Business

B.S., M.B.A. Bentley College

LYNN GREGORIO, Ph.D. (1998)

Mathematics

B.S., M.S., Ph.D., North Carolina State University.

AMY GRISWOLD, A.M. (1999)

English

A.B., A.M., Baylor University

ALISON HANNAH, M.A.Ed. (1999)

Physical Education

A.B., University of North Carolina at Charlotte; M.A.Ed., East Carolina University

CAROL HAYES, M.F.A. (2000)

Art

B.S., Mary Washington College; M.F.A., University of North Carolina at Greensboro

EILEEN HEMENWAY, A.M. (2000)

Communication

B.S., A.M., Southern Illinois University

MARY ANN HEYM, M.M. (1999)

Music

B.M., The Julliard School; M.M., SUNY at Stonybrook

ASHLEY HOGAN, A.M. (Spring 2001)

English

A.B., Appalachian State University; A.M., North Carolina State University

JUDY HOLLEY, Ph.D. (2001)

Business

B.S., Ph.D., Alabama Polytechnic Institute

CATHY HOYLE, Ph.D. (2000)

Business

B.S., Towson State University; M.B.A., Meredith College;

Ph.D., North Carolina State University

VIRGINIA HUDSON, Mus.M. (1981)

Music

Mus.B., University of Texas; Mus.M., North Carolina School of the Arts.

DONNA G. JOLLY, M.M. (1989)

Music

Mus.B., East Carolina University; M.M., Meredith College.

ALICE JONES, M.S. (1994)

Computer Science

B.S., University of Pittsburgh; M.S., Syracuse University.

PETER KENNY, A.M. (2001)

Communication

A.B., Southeastern College of A/G; A.M., Regent

University

MICHAEL KIMBALL, Ph.D. (2000)

Sociology

B.A., College of the Atlantic; Ph.D., University of Wisconsin-Madison

KRISTEN KING, M.M. (1999)

Music

A.B., Campbell University; M.M., Meredith College

ELIZABETH KIRK, B.M. (Sp. 2000)

Music

B.M., Meredith College

MELEA KIRK, M.B.A. (1996)

Computer Science

B.S., M.B.A., Meredith College.

DONNA KOCUR, M.Ed. (1994)

Education

B.S., Pennsylvania State University; M.Ed., Meredith College.

SHELLY KRAFT (1996)

Psychology

M.S., Appalachian State University

BLAIR LIGON, M.P.D. (2000)

Art

A.B., University of Florida; M.P.D., North Carolina State University

DEBRA LINKOUS, M.S. (2000)

Biology

A.B., Marshall University; M.S., University of North Carolina at Charlotte

TIMOTHY LOGUE, A.M. (Spring 2001)

English

A.B., Rhodes College; A.M., University of Missouri at Columbia

TOM LOHR, Mus.M. (1979)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

PENELOPE LONG, Ph.D. (Spring 2000)

Communication

A.B., A.M., University of Texas; Ph.D., Illinois State University

ALLEN McALEXANDER, Ph.D (2001)

Biology

A.B., North Carolina State University; Ph.D., Johns Hopkins University

SALLY McCORMICK, M.C. (1998)

Communication

A.B., University of North Carolina at Chapel Hill; M.C., Georgia State University

RENEE McCOY, B.S. (2000)

Communication

B.S., Florida A & M University

EUGENE MEDLER, A.B. (2001)

Communication

A.B., University of North Carolina at Chapel Hill

LUCY MELBOURNE, Ph.D. (Spring 2000)

English

A.B., George Washington University; A.M., Catholic University; Ph.D., University of North Carolina at Chapel Hill

BETSY MERENBLOOM, A.M. (2000)

Chemistry

A.B., University of North Carolina at Chapel Hill; Ph.D. University of Texas at Austin

MANLEY MIDGETT, M.S. (1987)

Education

B.S., M.S., University of North Carolina at Chapel Hill.

KAREN ALLRED MITCHELL, Mus.M. (1995)

Music

Mus.B., Meredith College; Mus.M., University of North Carolina at Chapel Hill

RUTH MOCK, (1998)

Music

JAN D. MORGAN, M.F.A. (1995)

Communication

A.B., Wake Forest University; M.F.A., Brown University.

DEBRA MURPHY, Ph.D., (1999)

Religion

B.S., West Virginia Wesleyan College; M.T.S., Duke University Divinity School; Ph.D., Drew University.

SHEILA NATARAJAN, Ph.D. (2000)

Business

B.Econ., M.A., Delhi University; A.M., Ph.D., North Carolina State University

PAMELA W. NELSON, Mus.M. (1977)

Music

Mus.B., Southern Illinois University; Mus.M., North Carolina School of the Arts.

GALEN NEWSOM, J.D. (2001)

Communication

B.S., Western Carolina University, M.S., J.D., North Carolina Central University

JAMES O'DEKIRK, Ph.D. (1998)

Psychology

A.B., North Carolina State University; A.M., Ph.D., University of Alabama

PHYLLIS O'HARA, B.S. (1993)

Mathematics

B.S., Meredith; Postgraduate Diploma-University of Warwick.

MARGARET O'SHAUGHNESSEY, Ph.D. (1995)

English

A.B., Vanderbilt University; A.M., Ph.D., Duke University.

MARTA PARTRIDGE, Mus.B. (1981)

Music

Mus.B., New England Conservatory.

KATHLEEN PASSARELLA, M.B.A. (2000)

Mathematics

B.S., College of Staten Island; M.B.A., Iona College

BRETT PATTERSON, M.Div. (2000)

Religion

A.B., Furman University; M.Div., Duke University

MICHELLE PEARSON, B.F.A. (1998)

Physical Education

B.F.A., East Carolina University

LAURA PIERCE, Ph.D. (2001)

History

A.B., Walla Walla College; Ph.D. Claremont University

RISA PONIROS, Mus.M. (1997)

Music

Mus.B., University of North Carolina at Greensboro;

Mus.M., University of Tennessee at Knoxville.

ALEX POORMAN, M.Arch. (1997)

Human Environmental Sciences

B.Int. Arch., Kansas State University; M.Arch., North Carolina State University.

CHARLES PORTERFIELD, Ph.D. (1997)

Communication

A.B., Birmingham Southern College; A.M., State University of Iowa; Ph.D., Louisiana State University.

DEBRA POWELL, M.A.T. (1999)

Physical Education

B.S., Western Carolina University; M.A.T., University of North Carolina at Chapel Hill.

WILLIAM PRICE, Ph.D. (1995)

History

A.B., Duke University; A.M., Ph.D., University of North Carolina at Chapel Hill.

RANDY PUETT (1995)

Health, Physical Education, Dance

JULIE RAINES, J.D. (2001)

Communication

A.B., North Carolina State University; J.D. The Catholic University of America

MELISSA RALEY, Mus.B. (1992)

Physical Education

Mus.B., Meredith College.

LISA RANDOLPH, Mus.B. (1992)

Music

Mus.B., University of North Carolina at Chapel Hill.

JAMES RAY, J.D. (2001)

Business

A.B., Duke University; M.Arch., North Carolina State University; J.D. Duke University Law School

ELEANOR REUER, A.M. (1995)

Art

B.F.A., University of North Carolina, Greensboro; A.M., University of North Carolina, Chapel Hill; Post Graduate Diploma, Hochschul Fur Biluende Kunst, Berlin; Academie DuGrande Chaumiere, Paris.

KATHERINE RICHTER, M.Ed. (1997)

Chemistry and Physical Sciences

B.S., Frostburg State University; M.Ed., North Carolina State University.

NANCY RIVA-PALACIO, A.M. (1979)

Music

A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris; additional study, University of North Carolina at Chapel Hill, Meredith College.

KELLY ROBERTS, M.S. (1998)

English

A.B., Meredith College; M.S., North Carolina State University.

LOU ROSSER, A.M. (1991)

English

A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

JODY ROUBANIS, E.Ed. (1997)

Human Environmental Sciences

A.A., Orange Coast College, B.S., California State University, E.Ed. North Carolina State University
SARAH RUSSELL, Ph.D. (2001)

History

A.M., Ph.D., University of Maryland

MARY ANN SCHERR, A.M. (1995)

Art

A.M., Kent State University.

SYDNEY SCHERR, M.F.A. (1991)

Art

B.F.A., Kent State University; M.F.A., Southern Illinois University

MARILYN SCHIERMEIER, M.Ed. (1995)

Mathematics

A.B., Webster College; M.Ed., North Carolina State University.

LINA SIBERT, M.Arch. (1999)

Human Environmental Sciences

B.of ENV. DSN. & ARCH., North Carolina State University; M.Arch. University of California-Berkley.

PAULA SIWEK, M.F.A. (Sp.2000)

Art

B.A., Goddard College; M.F.A., Pratt Institute.

JENNIFER SOMMERS, M.F.A. (2000)

Art

M.F.A., Smith College

TIMOTHY W. SPARKS, Mus.M. (1993)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., Eastman School of Music of the University of Rochester.

GEORGIA SPRINGER, M.P.D. (1990)

Art

A.B., Duke University; J.D., George Washington University; M.P.D., North Carolina State University.

EDYTHE STANISLAW, M.S. (1985)

Mathematics

A.B., Geneva College; M.S., Oklahoma State University.

HENRY M. STEELE, Ph.D. (1991)

Business

B.S., A.M., University of Missouri; Ph.D., Indiana University.

MEREDITH STEELE, M.F.A. (1997)

Art

B.F.A. Savannah College of Art and Design; M.F.A., Winthrop University.

ANGELA STEPHENSON, Mus.M. (1992)

Music

Mus.B., Mus.M., Meredith College.

EDWARD STEPHENSON, Mus.B. (1987)

Music

Mus.B., North Carolina School of the Arts.

CORNELIUS SWART, A.B., Ph.D. (1993)

Education

A.B., Ph.D., University of North Carolina at Chapel Hill;

A.M., George Peabody College

ANNA SWITZER, A.M. (2000)

Chemistry

A.B., Kenyon College; A.M., North Carolina State University

BARBARA TAYLOR, M.Ed. (2001)

Human Environmental Sciences

A.B., Hope College; M.Ed., University of North Carolina at Greensboro

SALLY ZEIGLER THOMAS, Mus.M. (1983)

Music

Mus.B., Meredith College; Mus.M., Ohio State University; doctoral study, University of North Carolina at Greensboro.

MARY TOKAS, M.H.R.M. (1998)

Instructor of Business

B.B.A., University of Massachusetts; M.B.A., Lindenwood College; M.H.R.M. program, Washington University.

BONNIE TORGERSON, M.Ed. (1993)

Education

A.B., Webster College; M.Ed. Duke University.

REBECCA TOWNSEND, M.Ed. (2001)

Biology

B.S., Clemson University; M.S., Vanderbilt University; M.Ed., George Peabody College

DOUGLAS TULLY, Ph.D. (2000)

Biology

B.S. North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

KENNETH VICKERY, Ph.D. (2000)

History

B.A., Duke University; Ph.D., Yale University.

KRISTIN WATKINS, M.B.A. (1998)

Computer Science

B.S., M.B.A., Meredith College.

BRUCE WIEAND, Ph.D. (2001)

Mathematics and Computer Science

B.S., Ph.D., University of California; M.S., California State University

BURGUNDE WINZ, Ph.D. (1978)

Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

SHAUN WINTERTON, Ph.D. (2001)

Biology

B.S., University of Southern Queensland; Ph.D., University of Queensland

TOM ZALEWSKI, A.M. (2000)

Business

B.S., University of North Carolina at Charlotte; A.M., University of North Carolina at Wilmington

FACULTY EMERITI

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)

Vice President for Administrative Affairs

A.B., Mississippi College.

VERGEAN BIRKIN, A.M. (1973)

Assistant Professor of Geography

A.B., A.M., University of Colorado.

CLARA R. BUNN, Ph.D. (1969)

Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

JACQUES COMEAUX, Ph.D. (1983)

Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

JAMES C. CREW, Ph.D. (1990)

Professor of Business

B.S., M.Econ., Ph.D., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

ANNE DAHLE, M.Ed. (1972)

Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State University.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

PHYLLIS W. GARRISS, Mus.M. (1951)

Associate Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

ALICE GOODE, Mus.B. (1974)

Instructor of Voice

Mus.B., Texas Tech University.

BLUMA GREENBERG, M.A. (1976)

Assistant Professor of Art

B.A., Duke University; M.A., University of North Carolina at Chapel Hill.

FRANK L. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North

Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

JOHN HIOTT, M.Div. (1968)

Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

ELLEN M. IRONSIDE, Ph.D. (1983)

Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

DOROTHY K. PRESTON, Ph.D. (1961)

Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)

College Editor and Director of Publications

A.B., Meredith College.

DOROTHY J. SIZEMORE, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)

Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

MARILYN M. STUBER, Ed.D. (1965)

Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)

Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)

Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)

Faculty Secretary

A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

— Office of the President

MAUREEN A. HARTFORD, Ed.D. (1999)

President

SUE E. KEARNEY, A.M. (1966)

Dean of Enrollment Planning and Institutional Effectiveness

CAROLYN C. ROBINSON, A.B. (1958)

College Historian

T. ROBERT MULLINAX, M.Div. (1999)

Assistant to the President for Church Relations and Communications

RORY A. MUELLER, A.A. (2000)
Special Assistant to the President
 CAROL A. GRAMER, B.S. (2000)
Administrative Secretary

— *Marketing*

Office of the Vice President for Marketing

LaROSE F. SPOONER, Ed.D. (1967)
Vice President
 CATHERYNE P. ALLEN (1998)
Administrative Assistant

Enrollment Planning and Institutional Effectiveness

SUE E. KEARNEY, A.M. (1966)
Dean
 LAURA G. MCCLAIN, B.S. (2000)
Research Assistant
 F. SIMONE TIU, Ed.D. (2000)
Assessment Coordinator and Research Analyst
 SUZANNE M. GARRISON, M.B.A. (2000)
Research/Administrative Assistant

Admissions

CAROL R. KERCHEVAL, M.Ed. (1994)
Director of Admissions
 GRETCHEN M. SOLOMON, M.Ed. (1991)
Senior Associate Director of Admissions
 HEIDI L. FLETCHER, M.A. (1999)
Assistant Director of Admissions
 CRICKET MCCOY, B.A. (2000)
Assistant Director of Admissions
 PATRICIA E. ABRAMS (1999)
Recruitment Programs Assistant
 HEATHER E. BUTLER, B.A. (2000)
Assistant to the Director
 CARA L. DOYLE, B.A. (2000)
Admissions Counselor
 JENNIFER L. GOWER (1999)
Recruitment Programs Assistant
 DOROTHY C. LIVESAY, B.S. (2000)
Admissions Counselor
 KAREN L. MOONEY, M.B.A. (1994)

Records Manager
 JAXIE S. MORTON, A.A. (2000)
Processing Assistant
 C. FAIRLEY POLLOCK, B.A. (2000)
Admissions Counselor
 CAROL J. TORIAN, B.S. (2000)
Admissions Counselor
 ANN TROUTMAN, B.A. (2001)
Programs Coordinator/Scheduler
 CAMILLA WALKER, B.A. (2000)
Admissions Counselor
 JEANNETTE E. WHITE, B.B.A. (1999)
Recruiting Processing Assistant

Financial Assistance

WILLIAM A. COX, M.A. (2000)
Director
 CAROL J. SANDERSON (1990)
Associate Director
 BETTY G. HARPER, B.S. (1994)
Assistant Director
 GINI V. STELLE (1995)
Financial Aid Assistant
 BELINDA STYRON (1998)
Information Specialist

Marketing and Communications

JEANNIE S. MORELOCK, M.B.A. (1988)
Director
 PATRICIA GWALTNEY McNEILL, B.S.W. (1998)
Manager of Graphic Design
 BETTY CRENSHAW, B.A. (1999)
Graphic Designer
 KRISTI EAVES-MCLENAN, B.A. (2000)
Assistant Director of Communications
 TORI NICOL LOCKAMY, B.A. (2000)
Office Manager
 MELYSSA ALLEN, B.A. (2001)
Projects Writer

— *Academic Affairs*

Office of the Vice President for Academic Affairs

ROSALIND R. REICHARD, Ph.D. (2000)

Vice President for Academic Affairs

ALYSON COLWELL-WABER, M.F.A. (1984)

Associate Dean for Academic Affairs

ANNE E. PICKARD, A.A. (1974)

Senior Administrative Assistant

AMY KINNEY (1998)

Administrative Assistant

Departmental Assistants

CONNIE AHRENDSON (1999)

JOELLEN ADAMS (1999)

IESHA CLEVELAND (2000)

NANCY BORINTRAGER (1997)

DOTTY LOU GANDY (1979)

MARCIA GREENSPAN (2000)

BARBARA McKAY (1997)

ALYCE PARKER-TOWNSEND (1986)

JEANNETTE ROGERS (1998)

WESLEY SATTERWHITE (1999)

MARCEE TOLIVER (1998)

MAGGIE TUCKER (2000)

ALYCE TURNER, A.B. (1993)

NANCY WILLIAMS (1999)

Office of the Registrar

SUE TODD, A.B. (1968)

Registrar

BETSY STEWART, A.B. (1996)

Associate Registrar

SUE GREINER, M.T.S. (1999)

Assistant Registrar

LINDA WANN, B.A. (1999)

Records Secretary

SHARON GALECKI, A.A.S. (1990)

Records Secretary

Library

TBA

Dean of Library Information Services

MARCIA SCHROER (2001)

Circulation Assistant, Library

STEPHANIE WILLIAMS (2001)

Circulation Assistant, Library

EDWARD M. WALLER, M.S.L.S. (1986)

Technical Services Librarian

JUDITH SCHUSTER, M.L.S. (2000)

Reference Librarian

SUSAN SQUIRES, M.L.S. (1988)

Reference Librarian

JOHN W. KINCHELOE III, M.A. (1985)

Media Specialist

JEAN RICK, M.S. (1994)

Reference Librarian

CARRIE ALLEN NICHOLS, M.L.S. (1993)

Catalog Librarian

DIANA McCLUNG (1987)

Circulation Supervisor

MELANIE FITZGERALD (2000)

Cable Administrator

CHRISTIE LEE

Technical Services Assistant, Library

GERALDINE SARGENT (1978)

Secretary

MARGARET SEXTON (1975)

Technical Services Assistant, Library

C. RICHARD McBANE, JR., B.S.E.E. (1986)

Media Services Assistant, Library

DONNA GARNER (1990)

Music Library Supervisor

DIANNE ANDREWS, (1995)

Circulation Assistant, Library

MARY PAUL THOMAS (1999)

Technical Services Assistant, Library

23+ Program

SANDRA C. CLOSE, A.B. (1986)

Director

LENELLE PATRICK, B.S. (1999)

Associate Director

DONNA PILKINGTON (2000)

Program Assistant

Graduate Studies

DEBORAH J. HORVITZ, M.S.Ed. (2001)

Director of Graduate Studies

CARROL B. SNODGRASS, (1987)

Administrative Assistant

School of Business

SIDNEY ADKINS, Ph.D. (2001)

Dean

KAREN GREENE, M.Ed. (1998)

M.B.A. Coordinator

Teaching Fellows Program

ALMA LANE LEE, M.Ed. (1993)

Director

LINDA BOONE (1991)

Assistant

Honors Program

W.GARRETT WALTON, JR., Ph.D.

Director

International Studies

BETTY WEBB, Ph.D. (1974)

Director

KELLI ALTOM (1999)

Program Assistant

Academic Computing

TBA

Director

Capstone

ROSEMARY HORNAK, Ph.D. (1977)

Director

Faculty Development

TBA

Director

Undergraduate Research

TBA

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)

Director

— Student Development**Office of the Vice President for Student Development**

JEAN JACKSON, Ph.D. (1983)

Vice President

MARY ANN BEAM, A.A. (1988)

Assistant to the Division

Office of Academic Advising

AMY HITLIN, M.Ed. (2001)

Director

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)

Campus Minister

LYNNE WHEATLEY, M.L.S. (2000)

Coordinator of Volunteer Services

PENNY ULMER (1993)

Secretary

Career Center

GORDON W. FOLGER, M.A. Ed. (1987)

Director

ANGIE MCNEILL, M.A. (2000)

Assistant Director for Employer Relations

DANA SUMNER, M.A. (2000)

Assistant Director for Career Development

MARY ELLEN PHILEN, B.A. (1985)

Office Manager

ANN B. PHILLIPS (1989)

Administrative Secretary

Counseling Center

BETH MEIER, M.A. (1993)

Director

LYNN KOHN, M.S.W. (1999)

Assistant Director

LORIANN STRETCH, M.S. (1999)

Assistant Director

TBA

Counselor

CAROLYN SWARTZ (1998)

Office Manager

Office of the Dean of Students

ANN GLEASON, M.Ed. (1997)

Dean

TBA

Director for Commuter Life and Special Services

CHRISTINA NUTTLE BUMGARDNER,
M.Ed. (1994)

Co-Director of First Year Experience

CAROLYN KONING, M.ED. (1999)

Co-Director of First Year Experience

HEIDI LECOUNT, M.S. (2000)

Director of Residence Life

TENNILLE HARPER, B.A. (2001)

Residence Director

KAMELAH NELSON, B.A. (2000)

Residence Director

JENNIFER LATINO, B.S. (2000)

Residence Director

KASEY REYNOLDS, B.A. (2000)

Residence Director

MELODY LANE OLSON (2000)

Secretary

SUZANNE SLAWINSKI, B.S. (1998)

Office Manager

Health Services

RUTH PEARCE, R.N.-C (1980)

Director

ANNE SMITHSON, M.D. (1995)

Physician

MELINDA McLAIN, R.N.-C (1991)

Nurse

LORETTA PEARSON, R.N. (1992)

Nurse

Student Activities and Leadership Development

CHERYL S. JENKINS, M.Ed. (1991)

Director

NIKKI BISSELL, M.Ed. (2000)

Assistant Director

KELLY CONKLING, M.Ed. (2000)

Assistant Director

KATHY OWEN, A.B. (1999)

Office Manager

—Business and Finance

Office of the Executive Vice President

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

Vice President for Business and Finance

DEE PERRY (1996)

Administrative Assistant

Business and Finance Services

LORI DUKE, B.S. (1999)

Controller

SUSAN WILLIAMS (2001)

Student Financial Services Supervisor

JANICE TURNER (1998)

Accounts Services Supervisor

KAREN HODGES (1999)

Accounts Payable Coordinator

ANTOINETTE HUNTER (2000)

Accounts Payable Clerk

College Store

MARY ANN REESE, B.S. (1984)

Manager

FRANCES GILLIS (1973)

Merchandise Coordinator

MARGURIETE NELSON (2000)

Accounting Clerk

KAREN ODEN, B.S. (2000)

Textbook Manager

Copy Center

SHARON SMITH (1997)

Manager

CATHERINE ATWATER (1998)

*Copy Center Assistant***Facilities Services**

GREGORY AHRENDSEN, M.S.B.A. (1997)

Facilities Manager

PATTY BLACKWELL, B.A. (1996)

CMMS Clerk

JOHN WILSON, B.A. (1997)

*Materials Coordinator***Maintenance**

DONALD SWAIN (1998)

Maintenance Manager

JOE BROWN (1988)

Foreman

TOM EDMONDSON (1977)

RICK HAGEN (1998)

CHRIS HALL (1999)

DONALD JONES (2001)

JAMES JONES (1981)

JERRY LYNCH (1996)

GLENN MILLER (2000)

KEITH POOLE (1995)

FRED ROSSER (1999)

STEVE TRUELOVE (2001)

MIKE WATERS (2001)

Grounds

HARRY CADMAN, A.A.S. (1996)

Grounds Manager

GALDINO AVILA-VEGA (1987)

Grounds Supervisor

V.C. MEDLIN

Courier, Escort, Vehicle Maintenance

ROBERTO AVILA (1992)

VICTOR AVILA (1999)

FRANCISCO HERTADO (1995)

DAGOBERTO HURTADO (1997)

ALFREDO MENDEZ (1998)

JUAN RAMIREZ (2000)

DARNELL SMITH (1981)

Housekeeping

BOB MURPHY (1997)

Housekeeping Manager

CRAIG BRIDGES (1987)

Housekeeping Supervisor

WILLIAM COOPER (1986)

Housekeeping Supervisor

SYLVESTER CORNEY (1989)

Assistant Housekeeping Supervisor

EMMA PITTMAN, (1993)

Assistant Housekeeping Supervisor

BARBARA ROBINSON (1984)

*Assistant Housekeeping Supervisor***Housekeeping Staff**

CAROLYN ALEXANDER (1997)

ANNETTE BROWN (2001)

CHERYL BROWN (1998)

CHRISTOPHER BUNCH (1995)

MARILYN FLEMONS (1993)

DOUGLAS FULTON (1994)

EDNA GREGORY (1989)

MALCOM HOWARD (1998)

WILLIE HOWARD (1982)

ALLEN HUBBARD (2001)

REATHA JEFFRIES (1985)

JACKQUELINE LEATHERS (1998)

MAGGIE LUCAS (2000)

MADEGELENE MONTEGUE (1998)

DUC VAN NGUYEN (1994)

ANNIE RUTH SMITH (1981)

WILLIAM SPEARMAN (1994)

MARY ANN TUCK (1996)

REBECCA WHITAKER (1998)

Human Resources

KAY MILLER (1992)
Payroll Coordinator
MARIPAT PLOCKI (1998)
Personnel Coordinator
j251

Food Services (ARAMARK)

THAD O'BRIANT (1990)
Manager

Post Office

ALYSIA BRASWELL (1990)
Postal Supervisor
CECELIA MILLER (1988)
Information Services Assistant
WILLIE KING (1956)
Postal Carrier

Campus Police

FRANK STRICKLAND (1999)
Chief of Police
JEANETTE MCLEOD (1991)
Parking Director

Campus Police Officers

DON APPLEFORD (1997)
ERIC BEESON (2000)
CAROLYN CREECH (2000)
MELINDA FULLER (2000)
LISA GEIST (1999)
KATHY HALL (2000)
DEBORAH HARGETT (1999)
ROBERT LUEDTKE (1999)
MARSHALL MATTHEWS (1999)
WILLIAM MOORE (2000)
HOLLY MURPHY (1998)
BRUCE NEWMAN (1999)
RANDY SMITH (1999)
JIMMY STEVENS (2000)
JOSEPH TORRISI (2000)
BETTY J. TREVATHAN (1994)

CEDRIC VENABLE (1998)
KATHY WEINEL (2000)
EDDIE WHEELER (1999)

Technology Services

DAN WILLIAMS, M.S. (2001)
Interim CIO
DOUGLAS ALM, B.S. (1995)
Network Systems Supervisor
TIM BARTLETT (1996)
PC Technician
SORNG BUNTOUM (2000)
PC Technician
BILL GEORGE, B.A. (1999)
Programmer
ANGELA GOUGE (1988)
Database Administrator
LORE HARE (1990)
Webmaster
CYNTHIA HEVER (2000)
PC Technician
MELONIE IVEY, B. A. (2000)
Academic Technology Specialist
VIRGINIA KEMP, A.A. (1982)
Telecommunications Specialist
KAREN LOONEY (2000)
Receptionist
KAREN POSTMA, B.S. (2000)
Project Manager
MARY REED (1996)
Network Specialist
ANDY RICHARDS, B.S. (2000)
Technology Trainer
MILLIE RODRIGUEZ (2000)
PC Technician

Information

BELINDA NICHOLSON (2000)
Switchboard Operator

CamTel/CamCard

LAVETA PICKETT (1999)

—Executive and Professional Programs

MARY S. JOHNSON, Ed.D. (1980)

Vice President, Executive and Professional Programs

MARISSA CAMPBELL, J.D. (2000)

Director, Paralegal Program

MARTHA HARRELL (1979)

Coordinator, Campus Events

PAULA O'BRIANT, B.S. (1994)

Director, Community Outreach

MARY LILLIE WILKINS, M.Ed. (2000)

Director, Noncredit Certificate Programs

KAREN SAMPSON (1996)

Assistant, Executive and Professional Programs

MAY GALLI (1999)

*Assistant, Paralegal Program and Noncredit
Certificate Programs*

SHARON SMITH, B.S. (2000)

Assistant, Campus Events

ANNE HENDERSON, B.A. (1995)

Assistant, Community Outreach

HELEN FALLWELL (2001)

*Receptionist/Office Assistant***—Institutional Advancement****Office of the Vice President for Institutional
Advancement**

JANE H. DITTMANN, A.B., J.D. (2001)

Vice President

JOYCE HINSON (1992)

Administrative Assistant

GLENDA HOFFMAN (1986)

Assistant/Receptionist

GLENNIS DEBRA, B.A. (1998)

*Financial Records Assistant***Alumnae Relations**

MARILYN L. JONES, B.S. (1999)

Director of Alumnae Development

TBA

Director of Alumnae and Parent Relations

TBA

Assistant

BECKY COBLE (1989)

*Assistant***Corporate and Major Gifts**

BILLIE JO COCKMAN, B.A. (2000)

Director

JULIE BARNETT, B.A. (1998)

*Assistant***Grants and Program Development**

ANITA GUNN SHIRLEY, B.A. (1997)

Director

JULIE BARNETT, B.A. (1998)

*Assistant***Planned Giving**

HAROLD L. WEST, JR., B.A. (1991)

Director

JULIE BARNETT, B.A. (1998)

Assistant

CAMPUS DIRECTORY

JOHNSON HALL, NAMED IN MEMORY OF Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. Barefoot, Kilty Barefoot, and their family.

Belk Dining Hall is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotches Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in honor of Mrs. Guy T. Carswell.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/the-

ater, a studio theater, and a writing lab. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat **Kresge Auditorium**, student activities offices, the college store, The Bee Hive Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

The **Noel House** is home for the Technology Services staff.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E.

Weems Graduate School, the Paralegal, the 23+, and the Executive and Professional Programs. The second floor houses student development offices. It is named in honor of Roy and Dorothy Park.

Shearon Harris Building, constructed in 1982, houses the School of Business and Economics and Department of Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the Departments of Education, Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yarkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. Carlyle Campbell Library is designed to integrate print, electronic, and audiovisual resources with an extensive program of research and technical support. The building is equipped with study tables and carrels, open stacks, video viewing stations, the LINC center computer lab, projection room, and group study rooms. The library collection includes more than 137,000 volumes and access to over 2,600 periodicals. Resources include print, microforms, film, video and audio recordings, laser disk and computer software, computer databases, video programming on campus cable television, SCOLA (portal for foreign language television programming), and ALIS (Automated Library Information System) which provides computerized access to the library's collection. An extensive collection of recordings and scores are housed in the music library branch in the Wainwright Music Building. Meredith College students have borrowing privileges at the other Cooperating Raleigh Colleges (North Carolina

State University, Peace College, Shaw University, St. Augustine's College, St. Mary's School).

Mary E. Yarbrough Building for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Carroll Health Center and Residence Hall was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House, a residence of the Department of Human Environmental Sciences, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherspoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located in the parking lot for the chapel and along the front drive and in front of the Park Center.

LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 261,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

MEREDITH COLLEGE CALENDAR, 2001-2002

— Fall Semester 2001

Arrival of new students	Sat., Aug. 18
Registration.....	Mon., Aug. 20
Freshman Register.....	Tue., Aug. 21
Classes begin	Wed., Aug. 22
Last day to drop a course without paying...	Tue., Aug. 28
Last day to add a course.....	Tue., Aug. 28
Labor Day Holiday—No classes held	Mon., Sep. 03
Last day to make grading changes	Wed., Sep. 19
Mid-Term	Tue., Oct. 09
Progress Reports due at 12:00 noon	Fri., Oct. 12
Autumn recess begins at 5:00 p.m.	Fri., Oct. 12
Classes resume at 8:00 a.m.	Wed., Oct. 17
Last Day to withdraw from a class	Tue., Oct. 30
Thanksgiving recess begins end of class day	Tue., Nov. 20

Classes resume at 8:00 a.m.	Mon., Nov. 26
Last day of classes	Wed., Dec. 05
Reading day; music juries.....	Thu., Dec. 06
Final Examinations	Fri., Dec. 07-Sat., Dec. 15
Commencement	Sat., Dec. 15

— Spring Semester 2002

Registration	Tue., Jan. 08
Classes begin	Wed., Jan. 09
Last day to drop a course without paying ..	Tues., Jan. 15
Last day to add a course.....	Tues., Jan. 15
Holiday-Martin Luther King Day	Mon., Jan. 21
Last day to make grading changes	Wed., Feb. 06
Founders' Day.....	Mon., Feb. 18
Mid-Term	Wed., Feb. 27
Progress Reports due at 12:00 noon.....	Mon., Mar. 04
Spring recess begins at 5:00 p.m.	Fri., Mar. 08
Classes resume at 8:00 a.m.....	Mon., Mar. 18
Last day to withdraw from a course.....	Fri., Mar. 22
Easter recess begins at 5:30 p.m.	Thu., Mar. 28
Classes resume at 8:00 a.m.....	Tue., Apr. 02
Last day of classes	Mon., Apr. 29
Reading day; music juries.....	Tue., Apr. 30
Final Examinations	Wed., May 01 - Fri., May 10
Commencement	Sun., May 12

Opening day of class for 2002-2003

Academic Year.....	Wed., Aug. 21
Commencement for December 2002.....	Sun., Dec. 15
Commencement for May 2003.....	Sun., May 11

CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 760-8600.

The Meredith fax number is (919) 760-2828.

Information on Meredith is now available through the World-Wide Web at:

www.meredith.edu

Academic Records

Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)

Office of Admissions, 760-8581 or
 1-800-Meredith College
admissions@meredith.edu

Adult Student Information (non-degree)

Office of Executive and Professional Programs,
760-8353
executive@meredith.edu

Alumnae Matters

Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Athletics

Department of Health, Physical Education,
and Dance, 760-8546

Catalogue Requests

Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events

760-8533
events@meredith.edu

Campus Minister

Sam Carothers, 760-8346
carotherss@meredith.edu

Certificate Programs

Office of Executive and Professional Programs,
760-2855
certificate@meredith.edu

Community Outreach

Office of Executive and Professional Programs,
760-2367
outreach@meredith.edu

Educational Programs

Vice President for Academic Affairs, 760-8514

Expenses

Vice President for Business and Finance, 760-8516

Financial Assistance

Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment

Meredith Career Center, 760-8341
career@meredith.edu

John E. Weems Graduate School

760-8423
graduate@meredith.edu

Housing Matters

Director of Residence Life and Housing, 760-8633

Institutional Research

Office of Enrollment Planning and Institutional
Effectiveness, 760-2364
kearneys@meredith.edu

Masters in Business Program/School of Business

760-2281
mba@meredith.edu

News Items/Publications

Office of Marketing and Communications, 760-8455
marketing@meredith.edu

Paralegal Program

Office of Executive and Professional Programs,
760-2855
paralegal@meredith.edu

Parents Association

Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment

Office of Financial Assistance, 760-8565
finaid@meredith.edu

Student Interests

Office of the Dean of Students, 760-8521

Student Reports

Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School

Office of the Registrar, 760-8593
registrar@meredith.edu

Transcripts

Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing

Meredith Career Center, 760-8341
career@meredith.edu

Volunteer Services

Lynne Wheatley, 760-8357
wheatleyl@meredith.edu

ENROLLMENT FOR 2000–2001

Total Summer Enrollment, 2000	1,410
Unduplicated Summer Enrollment, 2000	896

Undergraduate Students, Fall 2000

Degree Candidates for Bachelor of Arts, Bachelor of Science, and Bachelor of Music.....	2,183
Non-degree Students	249
Teacher Licensure Program.....	81
Second Major	17
Cooperating Raleigh Colleges	93
Other.....	58

Total Students in Undergraduate Credit Courses 2,432

Graduate Students, Fall 2000

Degree Candidates for Master of Business Admin-

istration, Master of Education, Master of Health Administration, and Master of Music	120
Non-degree Students	43
Dietetic Internship Program Students.....	11
Post-Baccalaureate Students.....	32
Total Students in Graduate-level Courses	163

Total Degree Candidates, Fall 2000.....2,303

Total Non-Degree Students, Fall 2000292

Total Enrollment for Credit, Fall 2000.....2,595

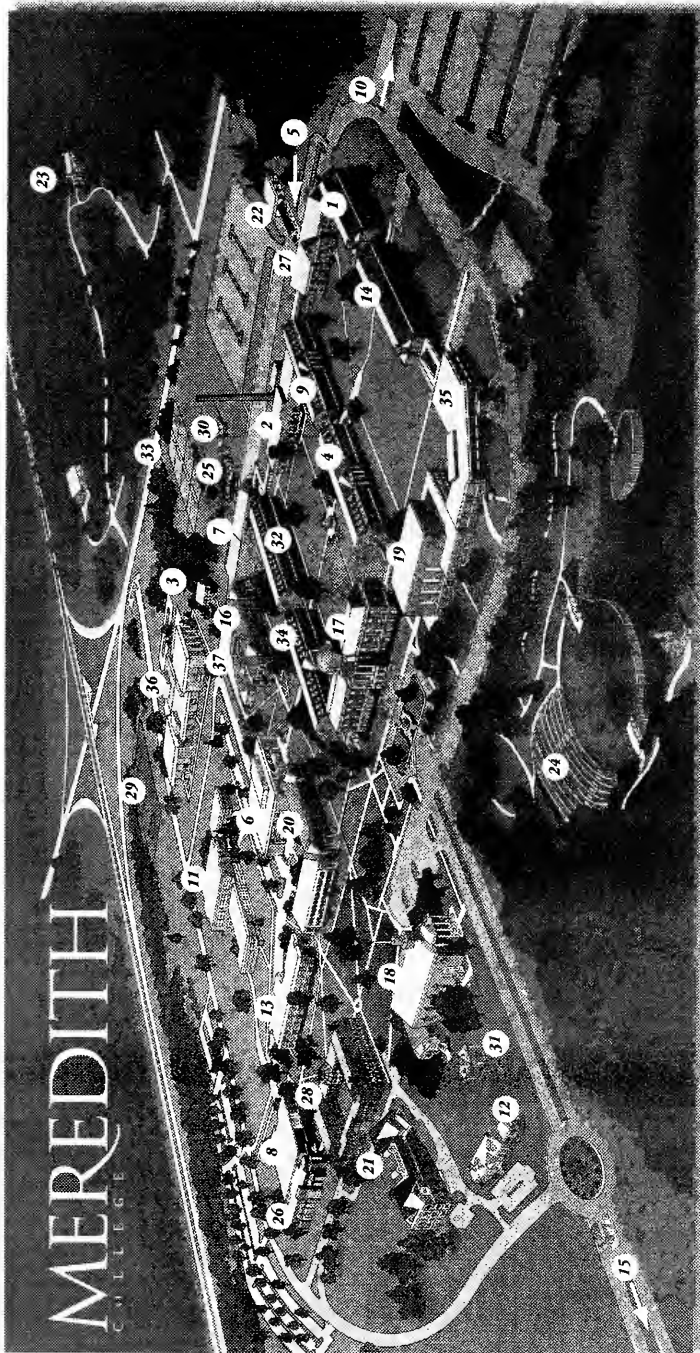
Registrations in Non-Credit Programs,

Fall 2000.....	897
<i>Continuing Education</i>	
Legal Assistants Program.....	99
Enrichment Courses	175
Audit Courses.....	57
Children and Teens	0
Women's Leadership Certificate Program	0
<i>Music</i>	
Preparatory	466
Chorus/Chorale.....	100

Geographic Distribution of Students in Credit Courses:

Alabama.....	3
Arkansas	2
California	1
Colorado.....	3
Connecticut.....	1
Delaware.....	1
Florida.....	15
Georgia.....	9
Illinois	5
Kentucky	2
Maryland.....	9
Massachusetts	4
Michigan	3
New Hampshire	3
New Jersey.....	3
New Mexico	1
New York	4
North Carolina.....	2,356
Ohio.....	3
Oregon	1
Pennsylvania	3
South Carolina	14
Tennessee	4
Texas	6

Vermont.....	1
Virginia	103
West Virginia	1
Wisconsin.....	1
Foreign Countries (29)	33
TOTAL.....	2,595



Campus Map

1. Barefoot Residence Hall
2. Bell Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Carlyle Campbell Library
7. Carroll Health Center
8. Case Student Center (Kresge Auditorium, Student Activities Center)
9. Farrello Residence Hall
10. Farrello Street Entrance
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House

13. Harris Building (Mathematics, Computer Science, School of Business)
14. Helman Residence Hall
15. Hillsborough Street Entrance
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Learning Center)
20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ledford Hall (Psychology, Education, Sociology & Social Work)
22. Facilities Services
23. Massey House (President's Residence)
24. McIver Amphitheater & Meredith Lake
25. Noel House (Technology Services)

26. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
27. Potat Residence Hall
28. Science and Mathematics Building (complete in 2003)
29. Soccer Field, Driving Range
30. Softball Field
31. Spangler Gazebo and Garden
32. Stringfield Residence Hall
33. Tennis Courts
34. Vann Residence Hall
35. Wainwright Music Building (Carswell Concert Hall, Music, Communication & Theatre)
36. Wetherspoon Physical Education-Dance Building, (gymnasium, dance studio, pool, Parker Fitness Center)
37. Yarbrough Research Center



INDEX

A

Academics, 47-67
 Academic Calendar, 246
 Academic Planning and Advising, 57-58
 Academic Programs, 71-127
 Academic Recognition, 66
 Academic Scholarships, 29
 Accounting, Major in, 81
 Accreditation, 9-10
 Achievement in Mathematics Scholarship, 31
 Achievement in Writing Scholarship, 31
 Acteen Studiact Scholarships, 33
 Adjunct Faculty, 1999-2000, 229-234
 Administration, Directory of, 236-243
 Admission, 15-23
 Administration, 22
 Condition of, 22
 Early, 17
 Early Decision Plan, 17
 Faculty, 22
 Freshman Traditional, 15-18
 International Students, 20
 Non-Degree, 21
 Part-time, 21
 Post-Baccalaureate, 22
 23+ Program, 19-20
 Re-admission, 21
 Staff, 22
 Summer Session, 23
 Transfer Traditional, 18-19
 Adult Students, 19-20
 Advanced Placement, 22-23, 58-63
 Advisers, Academic, 43, 57
 Alumnae Association Officers, 221
 American Association of Colleges, 10
 American Association of Colleges for Teacher Education, 10
 American Association of University Women, 10
 American Civilization, Major in, 106
 American Dietetic Association, 10
 American University, 11, 55
 Angers, France, Semester in, 55
 Art, Department of, 71-74
 Curriculum, 131-135
 Fees, 25
 Art Education, 73
 Art History, 73
 Art Scholarships, 30
 Art Program in Italy, 55
 Assistance, Financial, 27-37
 Astrotektion Society, 44
 Athletics, Intercollegiate, 42
 Attendance, Class, 58
 Auditing Courses, 64

B

Bachelor of Arts Degree, 47
 Bachelor of Music Degree, 50, 116-118
 Bachelor of Science Degree, 47
 Baptist Female University, 9
 Bible School Transfers, 19
 Biology and Health Sciences, Department of, 74-79
 Curriculum, 136-139
 Board of Associates, 218
 Board of Trustees, 217-218
 Business Administration, Major in, 81
 Business and Economics, School of, 79-82
 Curriculum, 130-131, 140-143, 158-159
 Business School Transfers, 19

C

Calendar, Academic, 246
 Campus Directory, 244-245
 Campus Employment, 36
 Campus, Location of, 246
 Campus Map, 249
 Capstone Studies, 82-83
 Curriculum, 143-144
 Career Center, 43-44
 Career Direction, 12, 51-52
 Career Studies, 83
 Curriculum, 150-151, 153
 Catalogue, Choice of, 47
 Center for Women in the Arts, 71
 Certificate Programs, 53
 Paralegal Program, 53
 Chemistry, Physics and Geosciences, Department of, 83-84
 Curriculum, 147-149, 170-171, 195
 Child Development, 108
 China, Study in, 55
 Classification, Student, 66
 Class Schedule, Changes in, 58
 Clothing and Fashion Merchandising, 108-109
 College Directory, 217-243
 Communication, Music, and Theatre, Department of, 115-124
 Communications, Professional, 52, 99
 Community Programs, 53
 Commuter Students, 25, 43
 Fees, 25
 Competitive Scholarships, 29-33
 Computer Services, 56
 Condition of Admission, 22
 Continuing Education, 53
 Continuing Education Units (CEUs), 53
 Contract Majors, 49
 Contractual Agreement, 27
 Contractual Scholarships, NC, 33
 Convocation, 52
 Cooperative Education, 54, 83
 Cooperating Raleigh Colleges, 54

Corporation Officers, 217
 Correspondence Credit, 56
 Correspondence Directory, 246-247
 Costs
 Commuter Students, 25
 Resident Students, 25
 Council on Social Work Education, 10
 Counseling, 43-44
 Academic Advising, 43
 Career Planning, 43
 Freshman Seminar, 44
 Personal, 44
 Counseling Center, 44
 Course Load, 57
 Courses of Study, 129-212
 Credit
 Advanced Placement, 22-23, 59-64
 Cooperative Education, 65
 Correspondence, 56
 Evaluation of, 22
 Extra-Institutional, 23, 65
 Music, 65
 Old, 65
 Physical Education and Dance, 65
 Residence, 64
 Transfer, 64
 Visitation, 56
 Credit Regulations, 58-65
 Criminal Justice, 13, 52, 106
 Cultural Activities, 39-40

D

Dance, Health, and Physical Education Curriculum, 155-158, 165-167, 172, 190-194
 Dance, Major in, 102
 Licensure, 102
 Dean's List, 66
 Degree Programs, 47-50
 Requirements, 47-50
 Deferred Payment Plan, 26
 Developmental Courses, 64
 Drew University, 11, 55

E

Early Admission, 17
 Early Decision Plan, 17
 Economics, Major in, 82
 Curriculum, 158-159
 Education, Department of, 84-98
 Programs, 84-98
 Curriculum, 159-161
 Fees, 25
 Licensure, 85-87
 Elementary Teacher Education Program, 88
 Employment, Campus, 36
 Endowed Scholarships and Loans, 33-37
 England, Abroad in, 55
 English, Department of, 98-99
 Curriculum, 161-164
 Enrollment, 2000-2001, 247-248
 Environmental Science, 77-78
 Executive and Professional Programs, 12

Expenses, 25-26

F

Faculty

Degrees of, 11
 Directory of, 222-236
 Adjunct, 229-234
 Emeriti, 234-236
 Full-time, 222-229
 Family and Consumer Sciences, 109
 Fashion Merchandising, Clothing and, 108
 Federal Assistance Programs, 36
 Fees, 25-26
 Payment of, 26
 Special, 26
 Financial Assistance, 27-37
 Application Procedure, 28
 Finances, 25-37
 Awards, 28-29
 Students' Rights and Responsibilities, 29
 Focus on Excellence, 29
 Foods and Nutrition, 110
 Foreign Languages and Literatures, Department of, 99-100
 Curriculum, 167, 169-170, 171-172, 177, 205-207
 Former Students, Re-Admission of, 21
 French, 99
 Freshman Classification, 66
 Freshman Seminar, 44
 Freshman Year, 57

G

General Education Requirements, 48
 General Scholarships, 33
 Geography, 170
 German, 171-172
 Government, Student Association, 40-41
 Grading System, 64-66
 Graduate Programs, 12
 Graduate Examinations, 58
 Graduate School, The John E. Weems, 12
 Graduation, 57
 With Distinction, 66
 Graphic Design, 73
 Guaranteed Student Loan, See Stafford Loan Program

H

Handbook, Student, 39
 Harris Scholarships, 30
 Health Care, 43
 Health Center, 43
 Health, Physical Education, and Dance, Department of, 100-104
 Curriculum, 155-158, 165-167, 172, 190-194
 Health Record, 16-17
 Health Sciences, 75-77
 Heritage of Meredith, 9
 History and Politics, Department of, 105-107
 Curriculum, 172-175, 195-197
 Honorary Societies, 45
 Honors Curriculum, 50-51
 Honors Program, 11, 50-51
 Honors, Student, 40
 Honor System, 40

Housing, 42
 Human Environmental Sciences, Department of, 107-111
 Curriculum, 144-147, 167, 168-169, 175-176

I

Incentive Grants, 37
 Individualized Study, 11-12
 Individualized Options, 54
 Intercollegiate Athletics, 42
 Interdisciplinary Studies, 111
 Interior Design, 110
 Interior Design Scholarship, 31
 International Baccalaureate (IB) Credit, 60-61
 International Business, Major in, 81
 International Students, 20
 International Studies, 106
 International Visitors, 21
 Interview, 17
 Italy, Abroad in, 54
 Art Program in, 55

J

Junior Classification, 66
 Junior Year, 57

K

Kappa Nu Sigma, 40

L

Latin, 177
 Learning Center, 56
 Leave of Absence, 27, 68
 Location, Campus, 246
 London, Meredith Abroad in, 55

M

Madrid, Spain, Semester in, 55
 Majors, 48-49
 Contract, 49
 List of, 69
 Requirements, 48
 Map, Campus, 249
 Marymount Manhattan College, 11, 56
 Master of Business Administration Degree, 11, 82
 Master of Education Degree, 11, 85
 Master of Health Administration, 11
 Master of Music Degree, 11, 119
 Master of Science in Nutrition, 11, 109
 Mathematics Achievement Scholarship, 31
 Mathematics and Computer Science, Department of, 111-114
 Curriculum, 149-150, 153-155, 178-181
 Meredith Abroad, 11, 54
 Middle Grades Teacher Education, 88-90
 Minors, 49
 Missionary Allowance, 33
 Music, Applied, Fees, 25
 Music Auditions, 30
 Music Credit, 65
 Music Scholarships, 30

Music, Communication, and Theatre, Department of, 115-124
 Curriculum, 151-153, 181-190, 209-212

N

National Association of Schools of Music, 10
 National Collegiate Athletic Association, 10, 42
 Non-Degree Students, 22
 Nondiscriminatory Policy, 10
 NC Association of Colleges for Teacher Education, 10
 NC Contractual Scholarships, 33
 NC Department of Public Instruction, 10
 NC Legislative Tuition Grants, 26-27, 37
 NC Student Incentive Grants, 37
 NC Teaching Fellow Awards, 32-33
 Nursing School Transfers, 19

O

Occupational Teacher Education, 93-94
 Officers, Alumnae Association, 221
 Officers, Board of Trustees, 217
 Officers, Corporation, 217
 Official Withdrawal, 27, 68
 Organizations, Student, 41
 Orientation, 23, 39
 Out-of-State Programs, 37

P

Paralegal Program, 12, 53, 177
 Part-time Students, 21
 Pass/Fail Policies, 66
 Payments
 Contractual Agreement, 27
 Deferred, 26
 Payment Schedules, 26
 Payment Terms, 26-27
 PELL Grant, 36
 Perkins Loan, 36
 Personal Counseling, 44
 Philaretian Society, 41
 Physical Education and Dance Credit, 65
 Physical Education Fees, 25
 Planning, Academic, 57
 Politics and History Curriculum, 172-175, 195-197
 Pre-Professional Preparation, 51
 Pre-Professional Studies, 12
 Presidents of Meredith, 9
 President's Message, 7
 Probation, Academic, 66
 Professional Communications, 52, 99
 Psychology, Department of, 124-125
 Curriculum, 197-200
 Publications, Student, 44
 Public Instruction, Department of, 10
 Purpose and Overview, 9-13

Q

Quality Point Ratio, 66

R

Re-Admission of Former Students, 21

Recommendations, of Admission, 16
 Recreation, 42
 Records, 66
 Registration, 22, 66
 Regulations, Credit, 58-65
 Regulations, Student, 41
 Religion and Philosophy, Department of, 125-126
 Curriculum, 194-195, 200-202
 Religious Life, 41-42
 Repetition of Courses, 58
 Residence Credit Requirements, 64
 Responsibilities, Student, 40
 Retention, 66

S

Schedule, Changes in Class, 58
 Scholarships
 Academic, 29
 Competitive, 29-33
 Endowed, 33-36
 General, 33
 Presidential, 29
 Scholastic Assessment Test, 16
 School Social Work, 94
 Second Baccalaureate Degree, 50
 Second Major or Minor, 50
 Secondary Teacher Education, 90-92
 Secondary School Record, 15-16
 Senior Classification, 66
 Senior Scholars Program, 22
 Senior Year, 57
 Silver Shield, 40
 Social Activities, 39-40
 Social Work
 Curriculum, 207-209
 Fees, 26
 Requirements for a major, 127
 Societies, 41
 Sociology and Social Work, Department of, 126-127
 Curriculum, 202-205, 207-209
 Sophomore Classification, 66
 Sophomore Year, 57
 Southern Association of Colleges and Schools, 9-10
 Spain, Semester in Madrid, 55
 Spanish, 99-100
 Special Fees, 26
 Special Studies, 54, 129-130
 Special Subject Areas, Teacher Education, 94-98
 Sports, Intercollegiate, 100
 Stafford Loan Program, 36
 Subsidized, 36
 Unsubsidized, 36
 Student Government Association, 40-41
 Student Handbook, 39
 Student Life, 10, 39-45
 Commuter, 43
 Student Life Committee, 41
 Student Organizations, 41
 Student Publications, 41
 Student Regulations, 41
 Student Responsibilities, 29, 40
 Student Societies, 41
 Studies

Abroad, 11, 54-55
 Capstone, 82-83
 Career, 83
 Individualized, 11, 54
 Interdisciplinary, 111
 International, 106
 Pre-Professional, 12
 Summer, 54-55
 Women's, 71

Studio Art, 73
 Summer Session, 23
 Summer Study, 56
 Supplemental Educational Opportunity Grants, 36
 Supplemental Loans, 36
 Suspension, 66

T

Teacher Education, 12, 52, 84-98
 Committee, 12
 Birth-Kindergarten, 87-88
 Elementary, 88
 Middle Grades, 88-90
 Occupational, 93-94
 Secondary, 90-92
 School Social Worker, 94
 Special Subject Areas, 94-98
 Teacher Licensure Renewal, 21
 Teaching Fellows
 NC Awards, 32-33
 Program, 13, 52
 Technical School Transfers, 19
 Technology Services, 56
 Terms of Payment, 26-27
 Theatre, Music, and Communication Curriculum, 115-124
 Transfer Admission, 18-19
 Requirements, 18
 Transfer Credit, 64
 Transcripts, 66
 Trustees, 217-218
 Tuition, 25

U

Undergraduate Degree Programs for Women Age 23⁺, 19-20, 53

V

Veterans' Benefits, 37
 Visitation Credit, 56
 Visiting Students, 21
 Visits to the Campus, 245-246
 Vocational Rehabilitation, 37

W

Washington Center, the, 55-56
 Weems, The John E. Graduate School, 12
 Withdrawals, 27, 68
 Women's Studies, 71
 Work-Study Programs, 36
 Worship Services, 41
 Writing Achievement Scholarship, 31

NOTES

MEREDITH

COLLEGE

Office of Admissions

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

(919) 760-8581, or 1-800-MEREDITH

email: admissions@meredith.edu

www.meredith.edu

Non-Profit Org.
U.S. Postage
PAID
Raleigh, NC
Permit No. 369

MEREDITH

COLLEGE



UNDERGRADUATE CATALOGUE

2002-2003

MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

Volume 26

2002 – 2003

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catalogues should be sent to:

Office of Admissions

Meredith College

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

CONTENTS

President's Message.....	7	Student Honors	40
Meredith College: Purpose and Overview.....	9	Student Responsibility	40
Purpose	9	<i>Honor System</i>	40
Statement of Mission	9	Student Government Association	40
Accreditation	9	<i>Student Regulations</i>	41
Nondiscriminatory Policy	10	<i>Student Life Committee</i>	41
Student Life	10	Student Organizations.....	41
Faculty	11	<i>Societies</i>	41
Curriculum	11	Religious Life	41
Honors Program	11	Recreation	42
Individualized Study	11	Intercollegiate Athletics	42
Professional and Continuing Education	12	Residence	42
Graduate Programs	12	<i>Commuter Student Life</i>	43
Career Direction	12	Health Care	43
<i>Pre-professional Studies</i>	12	Counseling.....	43
<i>Teacher Education</i>	12	<i>Academic Advising</i>	43
<i>Teaching Fellows Program</i>	13	<i>Career Planning</i>	43
<i>Dietetic Internship</i>	13	<i>Counseling Center</i>	44
<i>Professional Communications</i>	13	<i>Freshman Discovery Series, First-Year</i> <i>Experience Class</i>	44
<i>Criminal Justice Studies</i>	13	Student Organizations.....	44
Admission	15	Academics: Programs and Regulations.....	47
Admissions Options	15	Choice of Catalogue.....	47
Freshman Traditional Admission	15	Degree Programs	47
Transfer Traditional Admission.....	18	<i>Requirements for All Degrees</i>	47
Undergraduate Degree Programs for Women		<i>Requirements for Bachelor of Arts, Bachelor of Social</i> <i>Work, and Bachelor of Science Degrees</i>	47
Age 23+	19	<i>Requirements for the Bachelor of</i> <i>Music Degree</i>	47
International Students	20	<i>Requirements for a Second Degree, Major or</i> <i>Minor</i>	47
Re-Admission of Former Students.....	21	<i>General Education Requirements</i>	48
Part-Time Students	21	<i>Major Requirements</i>	49
Non-Degree Students.....	21	<i>Minors</i>	50
Condition of Admission	23	The Honors Program	50
Advanced Standing Credit	23	<i>The Honors Curriculum</i>	50
Summer Session	23	Career Direction	51
Finances	25	<i>Pre-Professional Preparation</i>	51
Tuition and Fees	25	<i>Dietetic Internship</i>	51
<i>Full-Time Students</i>	25	<i>Professional Communications</i>	52
<i>Part-Time Students</i>	25	<i>Criminal Justice Studies</i>	52
<i>Additional Course Fees</i>	25	<i>Teacher Education</i>	52
<i>Special Fees</i>	26	<i>School Social Worker</i>	52
Terms of Payment.....	26	<i>Teaching Fellows Program</i>	52
<i>Payment Schedule</i>	26	Convocation	53
<i>Deferred Payment Plan</i>	26	Continuing Education	53
<i>N.C. Legislative Tuition Grants</i>	27	<i>Undergraduate Degree Program for Women</i> <i>Age 23+</i>	53
<i>Withdrawals/Leaves of Absence</i>	27	<i>Community Programs</i>	53
<i>Contractual Agreement</i>	27	<i>Certificate Programs</i>	53
Financial Assistance	27	Individualized Options.....	54
<i>Principles and Procedures</i>	27	<i>Special Studies</i>	54
<i>Types of Assistance</i>	29	<i>Writing Intensive Courses</i>	54
Student Life	39	<i>Cooperative Education</i>	54
Student Orientation	39		
Cultural and Social Activities	39		

CONTENTS

<i>Cooperating Raleigh Colleges</i>	54	<i>Credit Testing and Advance Placement</i>	74
<i>International Studies</i>	55	<i>Licensure</i>	75
<i>Correspondence Credit</i>	56	<i>Requirements for Major and Licensure</i>	
<i>Visitation Credit</i>	56	<i>Programs</i>	75
Academic Support Services.....	56	<i>Requirements for a Minor</i>	79
<i>Learning Center</i>	56	The School of Business.....	79
<i>Carlyle Campbell Library</i>	56	<i>B.S., Major in Accounting</i>	81
<i>Technology Services</i>	56	<i>B.S., Major in Business Administration</i>	81
Summer Study.....	57	<i>B.S., Major in International Business</i>	81
Academic Planning and Advising.....	57	<i>Minors</i>	82
<i>Academic Advisers</i>	57	<i>B.A., Major in Economics</i>	82
<i>Course Load</i>	57	<i>Master of Business Administration</i>	82
<i>The Freshman and Sophomore Years</i>	57	Capstone Program.....	82
<i>The Junior and Senior Years</i>	57	Career Studies.....	83
<i>Graduation</i>	58	Chemistry and Physical Science.....	83
<i>Graduate Examinations</i>	58	<i>Major</i>	84
<i>Changes in Class Schedule</i>	58	The School of Education.....	84
<i>Repetition of Courses</i>	58	<i>Programs Offered</i>	85
<i>Class Attendance</i>	58	<i>Education Programs</i>	85
Credit Regulations.....	58	<i>Licenses</i>	86
<i>Advanced Placement Credit</i>	58	<i>Student Internship Requirements</i>	87
<i>Auditing Courses</i>	64	<i>Recommendations</i>	87
<i>Developmental/Remedial Courses</i>	64	<i>Birth Through Kindergarten (B-K)</i>	
<i>Corequisites</i>	64	<i>Teacher Education Program</i>	87
<i>Residence Credit Requirements</i>	64	<i>Elementary Teacher Education (Grades K-6)</i>	
<i>Transfer Credit</i>	64	<i>Program</i>	88
<i>Credit for Extra-Institutional Instruction</i>	65	<i>Middle Grades Teacher Education</i>	
<i>Old Credit</i>	65	<i>(Grades 6-9) Program</i>	89
<i>Credit in Cooperative Education</i>	65	<i>Secondary Teacher Education (Grades 9-12)</i>	
<i>Credit in Music</i>	65	<i>Programs</i>	90
<i>Credit in Physical Education and Dance</i>	65	<i>Workforce Development Teacher Education Programs</i>	93
Grading System.....	65	<i>School Social Worker Programs</i>	93
<i>Standard Grading</i>	65	<i>Special Subject Area Teacher Education</i>	
<i>Quality Point Ratio</i>	66	<i>(Grades K-12) Programs</i>	94
<i>Pass/Fail Policies</i>	66	Title II Federal Report.....	98
Academic Recognition.....	66	English.....	98
<i>Classification</i>	66	<i>Major in English</i>	98
<i>Dean's List</i>	66	<i>Minor in Professional Communications</i>	99
<i>Graduation with Distinction</i>	67	<i>Prerequisites</i>	99
Records.....	67	Foreign Languages and Literatures.....	99
<i>Registration</i>	67	<i>Majors in French and Spanish</i>	99
<i>Transcripts</i>	67	<i>Requirements for Minors</i>	100
Satisfactory Progress, Retention, and		<i>Advanced Study</i>	100
<i>Suspension</i>	67	<i>Advanced Placement</i>	100
<i>Leave of Absence</i>	68	Health, Physical Education, and Dance.....	100
<i>Withdrawals</i>	68	<i>Programs</i>	100
List of Academic Programs	69	<i>Major in Dance</i>	102
Academic Programs	71	<i>Teaching Licensure in Dance</i>	103
Cross-Cultural Skills Minor.....	71	<i>Major in Exercise and Sports Science</i>	103
Center for Women in the Arts.....	71	<i>Teaching Licensure in Physical Education</i>	104
Women's Studies.....	71	<i>Requirements for Minors</i>	105
Art.....	71	History and Politics.....	106
<i>Studio Art</i>	73	<i>Special Career Directions</i>	106
<i>Graphic Design</i>	73	<i>Internships</i>	106
<i>Art History</i>	73	<i>Advanced Placement</i>	106
<i>Art Education</i>	73	<i>Major in History</i>	106
<i>Pre-Art Therapy</i>	74	<i>Major in Public History</i>	106
Biology and Health Sciences.....	74	<i>Major in American Civilization</i>	106
		<i>Major in International Studies</i>	106
		<i>Minor in History</i>	107

Minor in Criminal Justice Studies	107	Clothing and Fashion Merchandising	146
Politics		Chemistry	147
Major in Political Studies	107	Computer Information Systems	149
Minor in Political Studies	107	Cooperative Education	150
Human Environmental Sciences	107	Communication	151
Major in Child Development	108	Career Planning	153
Major in Clothing and Fashion Merchandising	108	Computer Science	153
Major in Family and Consumer Sciences	109	Dance	154
Requirements for a Master of Science		Economics	157
in Nutrition	109	Education	159
Major in Foods and Nutrition	110	English	161
Major in Interior Design	110	Exercise and Sports Science	164
Interdisciplinary Studies	111	Family and Consumer Science	166
Mathematics and Computer Science	111	Foreign Language	167
B.A. in Mathematics	112	Foods and Nutrition	167
B.S. in Mathematics	112	French	168
B.S. in Computer Information Systems	113	Geography	169
B.S. in Computer Science	113	German	170
Licensure Requirements	114	Health	171
Placement in Mathematics	114	History	171
Computer Information Systems	114	Interior Design	174
Music, Communication and Theatre	115	Interdisciplinary Studies	175
Mission	115	Italian	176
Areas of Concentration	115	Latin	176
Music	116	Legal Studies	177
Audition and Interview	116	Mathematics	177
Bachelor of Arts	116	Applied Music	180
Bachelor of Music	116	Music Ensembles	184
Certificate in Church Music	118	Music	185
Requirements for a Minor in Music	118	Physical Education	189
Master of Music	119	Philosophy	192
Communication	121	Physics	193
Major in Communication	122	Political Studies	194
Theatre	122	Psychology	196
Major in Theatre	122	Religion	198
Major in Musical Theatre	123	Science	200
Psychology	124	Sociology	201
Major in Psychology	124	Spanish	203
Major in Pre-Art Therapy	124	Social Work	205
Minor in Psychology	125	Theatre	207
Religion and Philosophy	125		
General Education Requirements	125	Meredith College, A Profile	211
Major in Religion	125	College Directory	213
Minor in Religion	126	The Corporation	213
Minor in Philosophy	126	Board of Trustees	213
Sociology and Social Work	126	Alumni Association	215
Prerequisites	127	Faculty	216
Major in Sociology	127	Adjunct Faculty	224
Major in Social Work	127	Faculty Emeriti	230
Minor in Criminal Justice Studies	127	Administration	232
Minor in Women's Studies	127	Campus Directory	240
Courses of Study	129	Location	242
Special Studies	129	Academic Calendar for 2002–2003	242
Accounting	130	Correspondence and Visits	243
Art	131	Enrollment for 2001–2002	244
Biology	136	Campus Map	245
Birth Through Kindergarten	140		
Business	140	Index	247
Capstone	143		
Child Development	144		





PRESIDENT'S MESSAGE

Maureen Hartford, Ed.D.

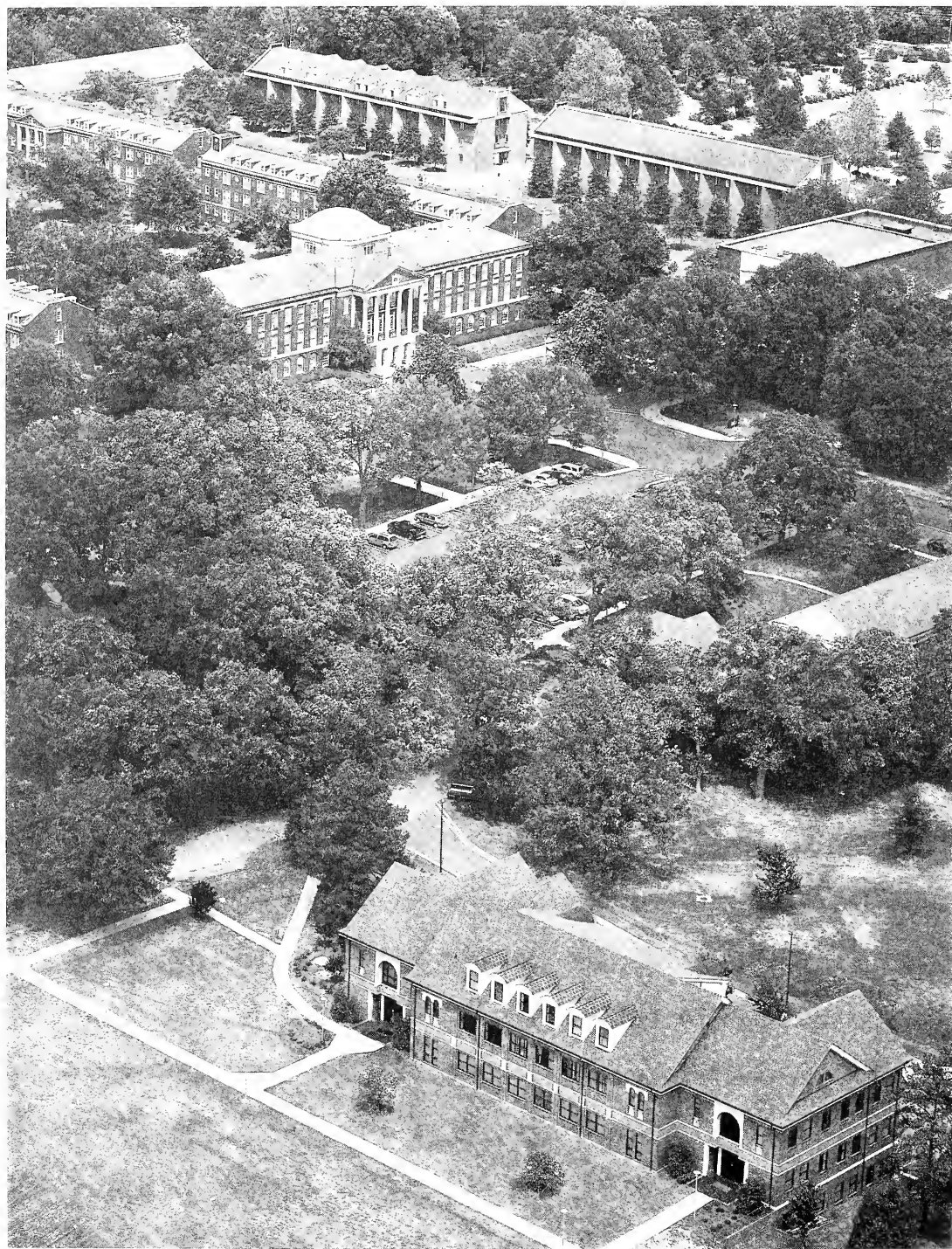
E DUCATING WOMEN TO EXCEL — that's Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you will value as a Meredith student and value even more as a Meredith alumna.

Nestled in the heart of North Carolina's research triangle, Meredith's location is ideal for attracting superb faculty and providing internship and co-op opportunities. Raleigh is North Carolina's center for government, culture, business and entertainment. Although it is an exceptional environment for learning and gaining experience, all of that is geography. The real life of Meredith College is found on its beautiful 225-acre campus — a place where a diverse group of women unites as Meredith's undergraduate student body in a lofty quest to learn, to prepare for their futures, to excel. Meredith graduates are testimony to that

quest for excellence. They attribute their success to the high quality education they received. Here, you are assured that the academic program you select has been designed to give you the best and most current training in that field, a rich exposure to liberal arts, and superb grounding in technology.

At Meredith, you will get to know your faculty. You will respect them for their knowledge, background, and expertise. They will know your name and your goals, and they will challenge you. Long after the ink has dried on your diploma, you will remember their names and be thankful that they did challenge you.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. If you are interested in a serious education that encourages you to excel, Meredith is the place for you.



MEREDITH COLLEGE:

PURPOSE AND OVERVIEW

THE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a “school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences.” Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders’ ideas.

Meredith’s seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; John Edgar Weems, January 1972-1999; and Maureen Hartford, 1999-present.

HISTORIC STATEMENT OF PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and

within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

This historic statement of purpose is expressed in the following contemporary statement of mission.

STATEMENT OF MISSION

IN EDUCATING WOMEN TO EXCEL, MEREDITH College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Commission on Colleges of the Southern Association of

Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097 Telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration, Master of Music, and Master of Science in Nutrition. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. The Didactic Program in Dietetics and the Dietetic Internship Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL, 60606-6995, telephone 312-899-4876). The Paralegal Program is approved by the American Bar Association.

Graduates of Meredith are eligible for membership in the American Association of University Women.

NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the Vice President for business and finance at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special

needs. The vice president for academic affairs coordinates policy with regards to learning disability.

STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,500 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. Students enrolled in the 23⁺ Program who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication among students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs. Security services at Meredith College are provided 24-hours-a-day by sworn police officers, and access to the campus is controlled at night. Information about occurrences of criminal incidents on the Meredith campus is available through the Office of Admissions and the Chief of Campus Police.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 281,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships with businesses and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in

the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to approximately 90,000 college students.

FACULTY

THE FACULTY AT MEREDITH ARE CENTRAL TO THE College's function as an institution of learning. Teaching is the primary task of the College, and faculty members are teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 78 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 45 majors. Elective courses may provide for minors or further concentration in a discipline, broader

exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers eight degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration, Master of Music and Master of Science in Nutrition.

HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DESIGNED to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. (Details on are pages 50-51.)

INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may complement her classroom study with full-time or part-time employment. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington or New York.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides

for summer study in Britain, Switzerland, and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China and Japan. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see page 55).

PROFESSIONAL AND CONTINUING EDUCATION

THE PURPOSE OF THE PROFESSIONAL AND Continuing Education Programs is to take a leadership role in enhancing the mission of the College through the creation, development and evaluation of continuing education programs (business, professional, other) for the Triangle area. These programs encourage lifelong learning for personal, community and career advancement and include, but are not limited to, certificate programs, executive seminars, conferences, institutes, and programs for children and youth.

GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers five master's degree programs: Master of Business Administration (MBA); Master of Education with licensure in elementary education, English as a Second Language (ESL), or reading; Master of Health Administration (MHA); Master of Music (M.M.) in performance and pedagogy; Master of Science in Nutrition; and a Dietetic Internship. Full information is contained in a separate catalogue, available in the graduate school office.

The College also offers a post-baccalaureate Paralegal Program.

CAREER DIRECTION

MEREDITH COLLEGE, WITH ITS LIBERAL EDUCATION foundation and commitment to career and personal development, offers students the key to full participation in the current and future workplace. At Meredith, traditional skills in analytic thinking, communication, human relations, and learning-to-learn are enhanced through technological knowledge and applied through experiential learning. This merger of the time-honored liberal arts perspective and contemporary workplace competencies prepares Meredith graduates with the tools for satisfying and successful career development.

For many of Meredith College's more than 45 majors, specific career preparation is an integral part of the curriculum. Students are also assisted in career direction through the use of self-designed majors, minors, concentrations, and other means of customizing their coursework. Whether students plan employment or continued academic study following graduation, they can establish and pursue career goals in all departments.

— *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

— *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the School of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop effective teachers whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of a teacher, a major field of study apart from

teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

— *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan/Awards will receive \$6,500 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to match the \$6,500 provided by the state. Additional information on the Teaching Fellows Program can be found on pages 31 and 52.

— *Dietetic Internship*

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

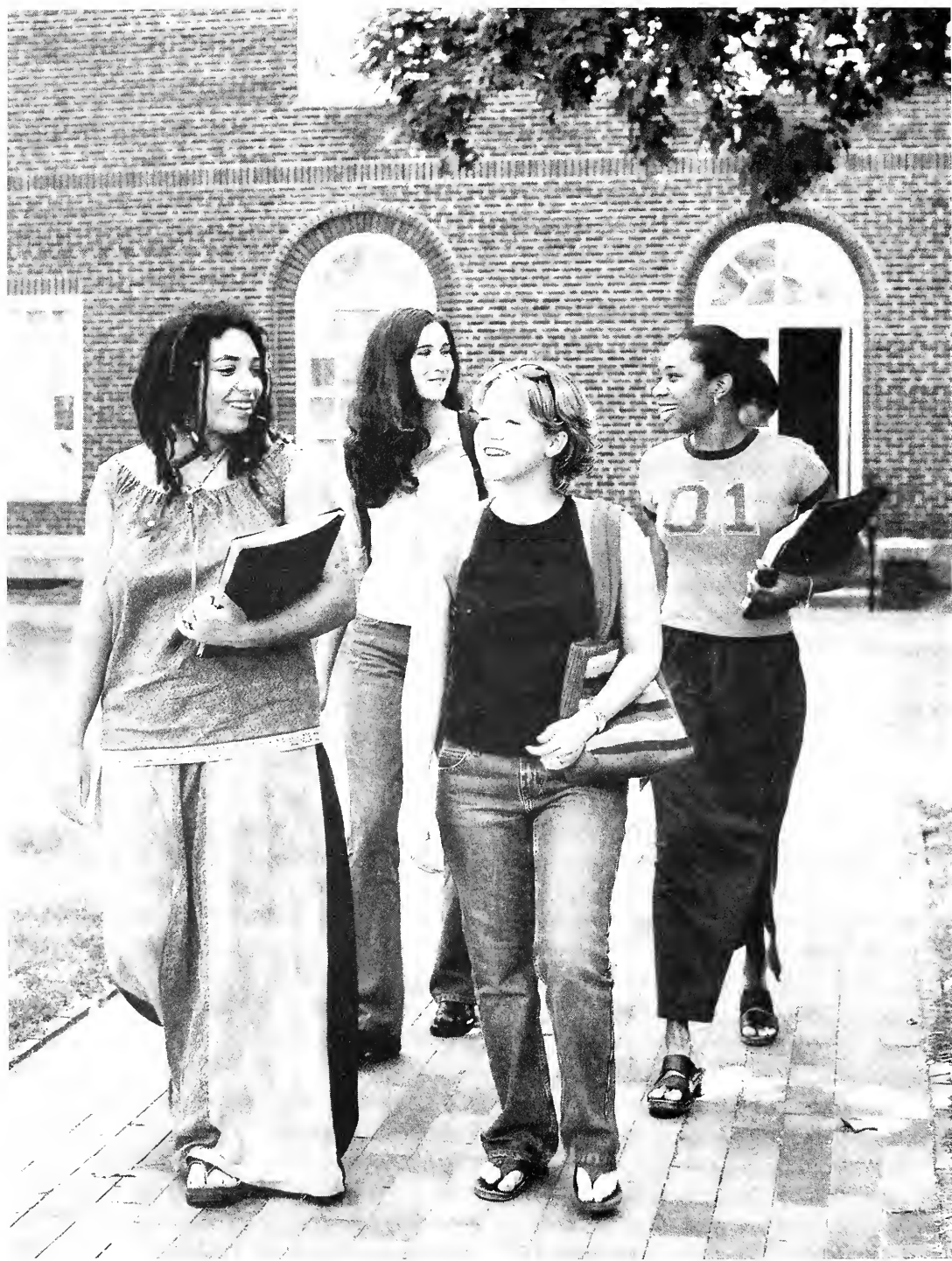
— *Professional Communications*

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science.

Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 99.*)

— *Criminal Justice Studies*

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. (*For specific requirements, see page 107 or 127.*)



ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes (*see pages 21 and 22.*) Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status (*See pages 42 - 43.*) The College also enrolls as commuting students adult women who enter through the 23+ Program admission option.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Admission decisions are made without regard to financial need factors. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 25-37.

ADMISSIONS OPTIONS

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and all international students who require a student visa must

apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, is advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23+ Program Admission (*see pages 19–20*) or through the Traditional Admissions route. Any woman who has been out of college for some time, or one who would be a first-time college student, would be advised to apply for 23+ Program Admission.

FRESHMAN TRADITIONAL ADMISSION

— Requirements

To be considered for admission, a student under 23 years old or an international student requiring a student visa must file an application, available from the Office of Admissions or the Meredith web site, www.meredith.edu, and the \$35 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$35 processing fee is a severe financial hardship should contact the Office of Admissions for information about obtaining an application fee waiver.

A student who is 23 or older and who is applying as a first-time freshman should apply for 23+ Program Admission (*see pages 19–20.*)

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least

16 units of secondary-school credit earned in grades 9 through 12, with at least 15 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English	4	
Foreign Language	2	
Mathematics	3	(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)
Science	3	
History/Social Studies	3	
Electives	1	(preferably chosen from academic subjects listed above)

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in at least the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 970 and 1130 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board website, www.collegeboard.com. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. *(Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)*

For having official SAT-I or TOEFL scores reported, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in an academic subject in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This practice is in accordance with Section 504 of the Federal

Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students needing special accommodations by the College will be required to submit appropriate documentation of the disability.

Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (*admissions@meredith.edu*)

In some cases, the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (*See page 30.*)

— Early Admission

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the stu-

dent's junior year are on file.

— Early Decision Plan

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1 and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. (*See page 28 for information about application procedures.*) Students accepted under the Early Decision Plan are required to make a \$100 advance deposit by December 1. This non-refundable payment applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is based on clearly meeting admissions criteria. If additional information such as first-term grades or senior-year SAT-I or ACT scores is needed to make a decision, a student may be notified that action on her application has been deferred. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

— Rolling Admission Plan

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in late November, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. A student accepted under the rolling decision plan is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

— *Credentials for Home-Schooled Students*

Because the academic experiences of home-schooled students are so varied, the credentials used in the evaluation of an application are established on an individual basis. The student is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. (*See page 16 for the list of high school unit requirements.*) She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate will be required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

TRANSFER TRADITIONAL ADMISSION

Each year Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted who are under the age of 23 or who are international students of any age that will need a student visa must apply through the Traditional Admissions program. Meredith also considers applications from students who wish to transfer from technical, busi-

ness, Bible, or nursing schools. There are particular procedures and requirements for applicants from these institutions. (*See page 19.*) Students are admitted at all class levels, but at least 31 semester hours must be completed at Meredith College as a requirement for graduation. (*See page 64, Residence Credit Requirements.*)

A woman who is 23 or older who has previously earned college credit may apply through 23+ Program Admission (*see pages 19–20*). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and are advised to apply through the Traditional Admission program. (*See page 22 for information regarding credit requirements for a second degree program.*)

— *Requirements*

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to have at least an overall C average on all courses attempted at post secondary institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. (*See page 23 for information about transfer credit evaluation and the calculation of the transfer grade point average.*)

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith. (*See page 48*)

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a com-

plete medical report. (*Information about the health record is found on page 16.*)

— Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or the Meredith web site, www.meredith.edu, and the non-refundable \$35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

— Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described below. In addition, she should have her secondary school send the Office of Admissions a transcript

of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted. (*See page 64 for a description of the evaluation of Transfer credits.*) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student must also meet freshman admissions requirements unless she has 30 hours of acceptable credit from a regionally accredited institution.

23+ PROGRAM ADMISSION

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a degree candidate without fulfilling regular Meredith admission requirements. A student must be 23 years of age as of the first class day of the term she wishes to enroll in order to apply through the 23+ Program.

A student may apply to the 23+ Program as a first-time college student, a transfer student continuing or resuming her education, or a student seeking re-admission to Meredith. A student files her application to the 23+ Program in the Office of Admissions, is accepted to complete a pre-arranged program of 3 to 15 semester hours, depending upon her credit evaluation, and to complete math and English readiness courses if necessary. She then has her admission to the College confirmed based on satisfactory performance in the pre-arranged program and in the math and English readiness program if required. Satisfactory performance is defined as having an overall 2.000 quality point ratio on courses attempted at Meredith while in 23+ Program status. If a student is unsuccessful in the pre-arranged program and/or math readiness courses, her admission will not be confirmed and she will be required to terminate her enrollment. After an absence of one semester, she may return under the conditions listed on page 22.

To apply for admission, the student files a 23+ Program application and the \$35 application fee in the Office of Admissions and has all official transcripts, including high school and/or GED and all post-secondary transcripts, sent to that office. A student must have an official transcript sent from every post-secondary institution attended, including summer sessions. She must also pro-

vide a recommendation from a current or former employer, teacher or minister. A student whose primary language of instruction has not been English may be required to submit scores on the Test of English as a Foreign Language (TOEFL) or the Advanced Placement International English language (APIEL) test for advisory purposes.

An evaluation of all academic records is prepared that will include a preliminary credit statement which reflects any hours transferable from other post-secondary institutions, general education requirements met, and the transfer grade point average. The student then meets with an adviser in the Undergraduate Degree Program for Women Age 23+, who will inform her of the requirements she must complete as a 23+ Program student. A student accepted for fall must pay a \$100.00 non-refundable advance deposit by August 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a \$100.00 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term.

Every applicant accepted through the 23+ Program will complete at least one semester in 23+ Program status, and a course program of as many as 15 specified semester hours credit may be planned for her. Prior to confirmation of admission, each student must have satisfied the general education requirement in English Composition (either by transfer of credit or by taking English 111 and/or 112). A candidate who does not present an adequate background in mathematics will also be required, as part of her provisional program, to take non-credit courses in high school algebra through the intermediate (Algebra II) level during her first semester at Meredith. Prior to registration a student accepted into the 23+ Program must file the required health information.

The student's performance on the pre-arranged program, which is a maximum of 15 semester hours, becomes the primary criterion for subsequent confirmation of her admission as a degree candidate. To complete the admission process, a 23+ Program student must attain at least a 2.0 average in the courses attempted at Meredith and be successful in the math readiness courses, if required as part of her program. When the pre-arranged program is satisfactorily completed, the student is notified that her admission has been confirmed and her records are changed to reflect her status. Once the student is confirmed as a degree candidate, she is assigned to an academic adviser in the department associated with her area of interest.

All credits earned as a 23+ Program student are applicable to the degree requirements at Meredith. Also,

the student will receive credits for any work that is transferable from other post-secondary institutions and credits for any acceptable advanced placement testing or extra-institutional instruction. (*See page 23 for transcript evaluation procedures and other advanced standing policies.*)

INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who must submit an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23+ Program Admission. (*See page 19.*)

In filing an application for either Traditional Admission or 23+ Program Admission, an international student must submit an official transcript, marksheet, or academic record from each secondary school, college, or university attended; an official copy of each diploma, degree, or educational certificate received; and an official score report of any national examination. If the original transcripts are not provided in English, an official translation into English will be required. In addition, an international student is normally expected to present a course-by-course evaluation of her academic documents compiled by an independent academic credential evaluation provider. Meredith recommends World Education Services, Inc., (WES) for this service. Contact the Office of Admissions for approval if you would like for us to consider evaluations from other credential evaluation companies. Upon receipt of a student's official educational credentials, a Meredith admissions officer will contact the applicant to let her know whether it will be necessary for her to submit an evaluation from WES. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (www.wes.org). WES requires a fee for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL) or the Advanced Placement International English Language (APIEL) test, except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker and one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-I) or American College Test (ACT) for the TOEFL. The tests (TOEFL, APIEL, SAT-I, and/or ACT) should be taken within the 18-month period preceding the date the stu-

dent wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23⁺ Program Admission route, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL or APIEL for advisory purposes. A 23⁺ Program applicant whose native language is English will not be required to submit TOEFL, APIEL, SAT-I or ACT scores.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. The exceptions are a student who is on a valid leave of absence or one who is visiting another institution with the approval of Meredith College. Any student whose admission to the College had previously been confirmed would apply for re-admission through the Traditional Admission route. A student who was initially accepted for 23⁺ Program Admission and who was still in 23⁺ Program status when she withdrew from the College (i.e., her admission had not been confirmed) would apply for re-admission through the 23⁺ Program Admission route.

A student who has been previously enrolled would file an application for re-admission and a \$25.00 non-refundable application fee in the Office of Admissions. If the stu-

dent has been enrolled at other colleges or universities since her withdrawal, she should request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the College will have her application considered by the Board of Review. Along with the above application information she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended and any other information demonstrating that she should be readmitted. The Board of Review will base its decision on these materials. Application must be made at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is readmitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student on double probation normally will not be readmitted to the College a second time after withdrawal or suspension.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

NON-DEGREE STUDENTS

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

— *Visiting Students*

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses

through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

— *International Visitors*

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

— *Teacher Licensure Renewal Students*

A certified public school teacher who enters for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

— *Teacher Licensure Program Candidates*

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. (*See pages 84–98 for admission requirements and procedures and other program information.*)

— *Senior Scholars Program*

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

— *Meredith Faculty, Staff, and Administration*

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

— *Post-Baccalaureate Students*

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop/add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes.

A student who wishes to complete a second baccalaureate degree should *see page 18* for information about applying for admission and *see page 48* about academic requirements that must be fulfilled at Meredith College.

— *Other Non-Degree Students*

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith College.

A former 23+ student who has not been enrolled for at least one semester and who was not admitted to the degree program during her first fifteen hours at Meredith may also register as an other non-degree student and take a maximum of 15 additional semester hours of restricted credit.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Vice President for Academic Affairs.

Such students register in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she might eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ADVANCED STANDING CREDIT

— *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation reflecting hours transferred, general education requirements met, and transfer grade point average. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

See pages 64–65 for information about credit regulations. Attention is called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

— *Advanced Placement and Credit*

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Credits awarded for advanced placement credit are shown on pages 58–63.

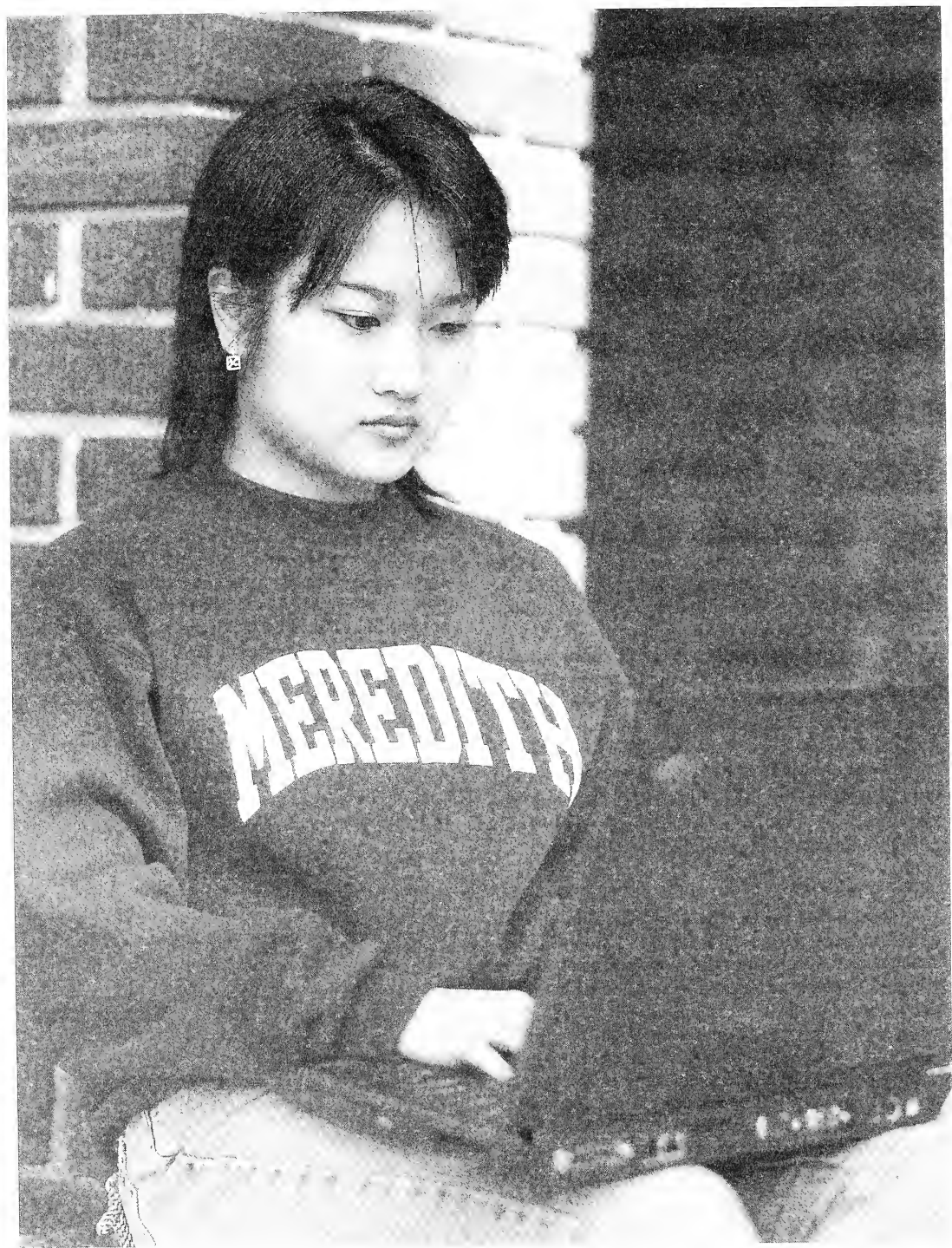
— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction.

SUMMER SESSION

During the summer, the College operates the Meredith Summer School. Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Women from other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



FINANCES

Meredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS, regardless of the number of credit hours carried, and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

—Full-Time Students (12-18 credit hours and all resident students)

	<i>Semester</i>	<i>Year</i>
Resident students tuition	\$7,150	\$14,300
Room, board,	\$2,300	\$4,600
TOTAL	\$9,450	\$18,900

	<i>Semester</i>	<i>Year</i>
Commuting students tuition.....	\$7,150	\$14,300

—Part-Time Students (1-11 credit hours)

Tuition (for credit or audit).....\$400 per credit hour

—Technology Fee

All students

Full-time\$800 per year
Part-time\$40 per credit hour
Laptop project participants

In addition to the basic technology fee charged to all students, participants in the laptop program will be charged\$1,365 per year.

—Additional Course Fees

Credit in excess of 18 hours \$400 per credit hour
Technology fee in excess of 18 hours . . . \$40 per credit hour

Applied Music - Per semester

Full-time students

1 half-hour lesson weekly\$135
2 half-hour lessons weekly.....\$270
Class lessons in piano, voice, or guitar.....\$110
Recital fee\$135
Accompanist fee.....\$350

Part-time students (for credit)

Tuition of \$400 per credit hour plus the following fees:

1 half-hour lesson weekly\$135
2 half-hour lessons weekly.....\$270
Class lessons in piano, voice, or guitar.....\$110
Recital fee\$135
Accompanist fee.....\$350

Art

Studio fees vary up to \$225 per course to cover expendable materials.

Birth through Kindergarten

BK 460\$100

Child Development

CD 336\$55
CD 434\$55
CD 450\$75

Education

EDU 439, Student Teaching\$300

Health and Physical Education

Golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-A, Field Experience\$300

SWK 402-B, Field Experience\$300

Auditing Courses

Full-time studentsno charge

Part-time students.....\$400 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges.

—Special Fees

Application fee for new students\$35

Application fee for students seeking re-admission.....\$25

Graduation and lifetime transcript fee\$75

Breakage fee — Students will be billed for unjustifiable damage to college property.

Health services — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for \$100.00 per semester.

*Maximum 10 transcripts per order, \$5.00 charge per transcript over 10.

TERMS OF PAYMENT**—Payment Schedule**

Advance payment for all entering students\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$35 fee which must

accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students....\$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

—Payment Plan Options

Meredith offers three alternate payment plans:

OPTION 1: A student may elect to pay the semester's tuition, room, and board charges in full on the due date.

OPTION 2: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 3: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$55 annual fee for this service which is administered by Academic Management Services, P.O. Box 100, Swansea, Massachusetts 02777 (1-800-635-0120).

—North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2001-2002 was \$1,800.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be certified by the college as an eligible recipient according to the state guidelines.

—Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester.....	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees and technology fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 68 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester.

Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

—Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. A foreign applicant should consult page 20 for assistance available to students from other countries.

—Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 2002-2003 is \$22,100. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$6,000 for food and miscellaneous personal expenses including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 2002-2003 is \$21,100.

The average expenditure for books is calculated at approximately \$750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

Complete and mail the Free Application for Federal Student Aid (FAFSA) - an envelope is provided for you in the FAFSA booklet. Indicate Meredith College as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from any high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will need to file a CSS PROFILE form, which may be obtained from the Meredith Admissions Office. If this form is received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by *February 15*.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

The FAFSA must be filed each year the student wishes to receive financial assistance; the form should be completed and mailed between January 1 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of *tentative* assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a *Federal Stafford Loan*, and/or a parent chooses to apply for a *Federal PLUS Loan*, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in

an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to

the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a *Federal Work Study* job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA is completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In

order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

—Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in *Focus on Excellence*. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Presidential Scholarships

At least three Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is valued at \$10,000 per year and is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend, up to a maximum of \$5,000, to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Academic Scholarships

These awards recognize students having superior academic ability, achievement, and promise. At least eight scholarship awards are available each year for entering freshmen having superior credentials. For 2002-2003, the Academic Scholarships are valued in the amount of \$7,500 annually. The scholarships are renewable for a total of four years subject to the recipient's remaining in

good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The Meredith College Academic Scholarships are made possible through the following endowment funds:

Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Jessie Ball Dupont Scholarship
Durham Corporation Education Endowment Fund
General Hugh B. Hester Honors Scholarship
Paula Green Hester Honors Scholarship
Cleo and Elwood Perry Honors Scholarship
Vida Thompson Williams Scholarship

Outstanding Scholar Awards

In recognition of superior academic abilities and intellectual promise, Meredith College has established the Outstanding Scholar Awards. The scholarship is valued at \$5,000 per year without regard to financial need. It is renewable provided the recipient remains in good standing, is a full-time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Outstanding Scholar Awards are for freshmen and first-year transfer candidates whose academic credentials merit an invitation into the Honors Program of the College. For a freshmen recipient, the award is renewable for a total of four years. For a transfer student, the renewability will be for a total of two or three years, depending upon the student's classification at the time of entry.

Recipients of an Outstanding Scholar Award, who have been invited into the Honors Program, are strongly encouraged to participate in this stimulating academic opportunity.

Emerging Leaders Scholars

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. Beginning with the freshman class entering in 2002, at least ten Emerging Leaders Scholarships will be valued at \$2,000 per year for up to four years. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith. To have her scholarship renewed, a student must be in good standing, be full-time, and have a minimum quality point ratio of 2.5 on courses taken at Meredith.

Art Scholarships

Eleanor Layfield Davis Scholarship
Ruby C. and Ernest P. McSwain Scholarship
Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from \$300 to \$2,000 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

A.J. Fletcher Scholarship
Robert H. Lewis Scholarship
Music Talent Scholarships
Mary Perry Beddingfield Scholarship

Each year one A.J. Fletcher Scholarship, at least one Robert H. Lewis Scholarship, three Music Talent Scholarships, and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarship is for \$7,500 per year. The Robert H. Lewis Scholarship is for \$3,000 per year. The Mary Perry Beddingfield Scholarship is for \$600 per year. A Music Talent Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a FAFSA to the Office of Financial Assistance.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability,

ty, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Communication, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file a FAFSA in the financial assistance office.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College awards each year to entering freshmen two Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is \$1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available

from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Honor Scholarships

Each year five Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is \$2,000 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG, to match the stipend of \$6500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$450 per year, depending upon the Acteens achievement level the student has obtained.

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 1107, Cary, NC 27612-1107.

General Scholarships

Meredith College Scholarships

Meredith provides scholarships for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the scholarship is determined by the level of financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Endowed Scholarships

Friends of Meredith have provided funds to establish a number of endowed scholarships. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. Scholarships are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship.

The following scholarships are available:

George I. Alden Trust Teaching Scholarship
Catherine Allen & Gertrude R. Sorrell Scholarship
James Larkin and Iona Mae Shugard Ballou Trust
Baptist Women Scholarship
Barham First Family Scholarship
J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. & Irene Rumer Bonhardt Scholarship
Annie & John Bostic Scholarship
Branch Banking & Trust Teaching Fellow
Dorothy Ray Branham Scholarship
Charles E. Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
The Bryan Foundation Scholarship
James E. and Mary Z. Bryan Scholarship
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Craven Allen & Jane Russell Burris Scholarship
Ernest F. Canaday Mathematics Scholarship
Carolina Power and Light Company Scholarship
Mrs. Earl N. Carr Scholarship
Carroll Sisters First Family Scholarship
Charlotte Wester Cate Scholarship
Centura Banks, Inc. Teaching Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancy Memorial Scholarship
Sala M. Clark Scholarship
Class of 1910/ Z.M. Caveness Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1936 /Fisk-Rose Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship
Class of 1951 Scholarship
Class of 1952 Scholarship

- Class of 1957 Scholarship*
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1968/Phyllis Edwards Scholarship
Class of 1972 Scholarship
Class of 1990 Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Anne Reece Collins Scholarship
Mary Reid Bryan Cone Scholarship
Norma Baker Cook Art Scholarship
Dr. Harry E. Cooper Scholarship
Frances Tatum & C. R. Council Scholarship
Beulah Rimmer Craig Scholarship
Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Barham & Bertha Langdon Creech Scholarship
Iris Culler Creech Scholarship
Nell Baker Creech & Hallie W. Baker Scholarship
Roger H. Crook Scholarship
Phyllis Cunningham Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Charles A. Davis Scholarship
Eleanor Layfield Davis Art Scholarship
Essie Dale Hunter Dickson Scholarship
Beatrice E. Donley Scholarship
Melody Jane Frazier Doster Scholarship
Dr. Elizabeth James Dotterer First Family Scholarship
Winnie Dratt 23+ Scholarship
Jessie Ball duPont Endowment Fund
Durham Corporation Education Endowment Fund
Lucille Lawrence Ellis Scholarship
English Leadership Fund
Myrtle Hart Farmer Scholarship
Betty Jo Farrington Scholarship
Farrior Sisters Scholarship
Elizabeth Kendrick Faucette Scholarship
Dr. James Grady Faulk First Family Scholarship
First Citizens Bank Scholarship
First Union Teaching Fellow Scholarship
A. J. Fletcher Music Scholarships
Charles Watson & Carolyn Scott Flynt Scholarship
Nancy C. Forbes Scholarship
Foreign Language Scholarship
Forsyth County Scholarship
Jane Renn Frazier Scholarship
Claude F. Gaddy Scholarship
Nannie S. Gaddy Scholarship
Patricia Howard Gay Scholarship for Chemistry
Katherine Papadakis Georgallis Memorial Scholarship
Glaxo Wellcome Women in Science Scholarship
Barbara Lyons Goodmon Scholarship
Goodwin Girls First Family Scholarship
Goodwin-Loftin First Family Scholarship
Wense & Marion Norris Grabarek Scholarship
Lillie Grandy Scholarships
Mae Grimmer Scholarship
Drs. Carolyn and Frank Grubbs Scholarship
Jean Hallman Guion Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus Ferdinand and Bessie Stanton Hall Memorial Scholarship
Fuller B. Hamrick Scholarship
Pauline Olive Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
Julia Hamlet Harris Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Scholarship
William Randolph Hearst Endowed Scholarship for Minority Scholars
E. Bruce Heilman Scholarship
Mattie Jenkins Henderson Scholarship
John T. and Rebecca H. Henley Scholarship
Ruth Hilliard Hensley Music Scholarship
General Hugh B. Hester Honors Scholarship
Paula Greene Hester Scholarship
History and Politics Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M. A. Horner Scholarship
Mabel Andrews House Scholarship
Jo Welch Hull Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship

Catharine Margaret Inez Watkins Isaacs First Family Scholarship

Elbert C. and Gladys P. Jackson Family Scholarship

Catherine McCracken and J. Hayden James III Scholarship

Frances P. Jennings Scholarship

Guion Johnson Scholarship

Mary Lynch Johnson Scholarship

Katharine Kerr Kendall Scholarship

Ione K. & Thomas B. Knight First Family Scholarship

Langley Family Scholarship

William W. Lawrence Scholarship

Ida Belle Ledbetter Scholarship

Lola Mashburn Ledford Scholarship

Carolyn Sperry Leith Scholarship

Rebecca Jean Morris Lewis Scholarship

Robert H. Lewis Scholarship

Margaret Hine Linville Scholarship

Mabel Claire Hoggard Maddrey Scholarship

Mangum Scholarship

Martin Family Scholarship

Gail Newton Martin Scholarship

Leroy Martin Scholarship

Marie M. Mason Scholarship

Mr. and Mrs. W. H. Matthews Scholarship

Anna Elizabeth Liles Maynard Memorial Scholarship

Gwen & George McCotter First Family Scholarship

Wilma L. McCurdy Memorial Scholarship

Mona Blevins McGilvray Scholarship

Mary Mac Stroud McLean Scholarship

Margaret Mason McManus Scholarship

Deborah S. McNeill Scholarship

Ruby C. & Ernest P. McSwain Scholarship

Thomas Meredith Baptist Heritage Scholarship

Charles E. Merrill Scholarship

Everette Miller Teaching Scholarship

Charles S. Mitchell Scholarship

Mull-Jackson-Mellette First Family Scholarship

Rebecca J. Murray Teaching Scholarship

NationsBank Corporation Teaching Scholarship

Nationwide Insurance Foundation Scholarship

The Neese Family Scholarship

Margaret Grayson Nelson Scholarship

New Bern First Baptist Church Scholarship

Jennie Reid Newby First Family Scholarship

Nancy Newlin Memorial Scholarship

Sarah Margaret Ridgell Nicholson Scholarship

Marguerite Warren Noel First Family Scholarship

Mary Crauford Norwood Scholarship

Edla Adams Ogburn Scholarship

Dr. Murphy M. Osborne First Family Scholarship

Lois Griswold Outland Art Scholarship

Gladys Blaylock Page First Family Scholarship

Margaret Faucette Parker Music Scholarship

Margaret Weatherspoon Parker Scholarship

Parker-Freeman Scholarship

Elizabeth Fleischman Patrick Scholarship

Cleo & Elwood Perry Honors Scholarship

Perry-Harris English Scholarship

Larnette W. Phifer Scholarship

Carolyn Peacock Poole Scholarship

Virginia Branch Pope Scholarship

Ida Poteat Scholarship

Judge Edwin Preston & Dr. Dorothy Preston Scholarship

Helen Price/Kappa Nu Sigma Scholarship

Dr. Carlton Sylvester Prickett Scholarship

Thomas P. Pruitt Scholarship

Public Service Company of North Carolina, Inc.

Teaching Fellow Scholarship

Marianne Nifong Raker Scholarship

Evelyn Hampton Rappaport Scholarship

Oliver Davis Revell Scholarship

Z. Smith Reynolds Foundation Scholarship

Virginia Lancaster Robertson First Family Scholarship

Virginia Lancaster Robertson Scholarship

Norma V. Rose Memorial Scholarship

Ross Family Study Abroad Scholarship

Ellen Amanda Rumley Memorial Scholarship

Alice Goodman Satsky and Daniel Satsky Scholarship

Margaret D. Schorger Scholarship

Janie Green Shearin First Family Scholarship

Sandra Graham Shelton Scholarship

Louise Shingleton Shivers Scholarship for Creative Writing

Dorothy Hunt Sides Scholarship

Ruth F. Singleton Scholarship
Liz Shelton Smith-Cox Scholarship
Leslie Spelman and May Crawford Music Scholarship
Stell Sisters Scholarship
Theola R. Stewart First Family Scholarship
Viola Jones Strickland Scholarship
Stringfield Scholastic Fund
Marilyn M. Stuber Scholarship
Student Foundation Scholarship
Jane Watkins Sullivan Scholarship
Taylor Family Study Abroad Scholarship
Emma Barber Towler Memorial Scholarship
Martha Nell Tucker Science Scholarship
Myrtle King Turner Scholarship
John Graves Vann & Mary Norwood Vann
Scholarship
Lucretia Dean Vick Travel Award
Elizabeth Tucker Wagoner Scholarship
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Marion Fiske Welch Scholarship
Wescott-Daniels Memorial Scholarship
Clara Jewell Spell Westbrook Scholarship
Suzanne Ripley Weston Scholarship
Cecile Ward White Scholarship
Lettie Pate Whitehead Scholarships
Martha McKeel Whitehurst Scholarship
Bobbitt Clay Williams Scholarship
Duwall M. Williams Scholarship
Lena Mae Williams and Lena Stone Williams Music
Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Womble Scholarship
Clara Young Woodall Scholarship
Erika Suzanne Woodlief Memorial Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship

Meredith Student Employment

A limited number of on-campus jobs are available as a financial assistance resource for students not receiving financial assistance. Students would need to see the Work-Study Coordinator for information at the beginning of each semester. Students are paid directly on the 10th of each month for work performed during the preceding month.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students and must be making satisfactory academic progress toward graduation. Application for federal programs can be made by filing the Free Application for Federal Student Aid (FAFSA). FAFSAs are available through high school guidance counselors or the Office of Financial Assistance at Meredith. Annual application is required.

Federal Pell Grant

These federally sponsored entitlement grants are available to eligible students working towards a *first* baccalaureate degree at an approved postsecondary institution. In some cases, a Pell Grant may be received for attending a post baccalaureate teacher certification program. Grant amounts are determined by using a federally approved formula. They vary and are awarded on the basis of need, enrollment status, length of enrollment, and cost of education.

Federal Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist undergraduate students with analyzed financial need. Priority must be given to students receiving Pell Grants.

Federal Perkins Loan

This low interest (5%) loan program, funded by the federal government and administered by Meredith, is available to both undergraduate and graduate students with financial need. Repayment begins nine months after graduation, leaving school, or dropping below half-time study. A student has ten years to repay the principal and interest.

Federal Work-Study Program

This program provides on-campus jobs to full-time or part-time students. Award amounts vary and are awarded solely on the basis of need. Eligible students usually work up to 12 hours per week and are paid minimum wage.

Federal Subsidized Stafford Loan Program

This loan is available to students with proven financial need, who are enrolled at least half time. The annual limit for freshmen is \$2,625, for sophomores it is \$3,500 and for juniors and seniors it is \$5,500. The variable interest rate is capped at 8.25%, adjusted each July 1. During in-school, grace and deferment periods, the government pays interest. The ten year repayment begins six months after the student leaves school or drops below half time.

Unsubsidized Federal Stafford Loan

This loan is available to dependent undergraduate students enrolled at least half time who do not qualify for maximum subsidized Stafford loan awards, and to independent/graduate students eligible for additional funds. The annual loan limits for *dependent students* are the same as subsidized Stafford loan limits minus any amount received under that program. The annual loan limits for *all other students* are the same as subsidized Stafford loan limits minus any amount received under that program, plus freshmen and sophomores can receive an *additional* \$4,000; juniors and seniors can receive an *additional* \$5,000; graduate/professional students can receive an additional \$10,000. The interest rate is variable with an 8.25% cap, adjusted each July 1. **The borrower is responsible for interest from the date of disbursement.**

Federal PLUS Loans

These are loans available to parents of dependent students enrolled at least half time in a degree program. To be eligible for a PLUS loan, a FAFSA does not have to be completed; however, parent borrowers must be credit worthy and must show the ability to meet the monthly payments. A parent may borrow up to the difference in the estimated cost of attendance and other student financial assistance. The variable interest rate is currently capped at 9%. The repayment period begins when the loan is fully disbursed. Contact the Office of Financial Assistance for further information.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates working towards their first baccalaureate degree at in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 2001-02 was \$1,800. A student must complete an annual application available in the Office of the Registrar, in order to receive this grant. (See page 26.)

North Carolina Student Incentive Grants

This program is offered by the N.C. State Education Assistance Authority through College Foundation, Inc. Awards are available to undergraduates who demonstrate substantial financial need which is determined by the FAFSA, and are full-time, degree-seeking, North Carolinians. Students must also be making satisfactory academic progress.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

Veteran Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

Prospective Teachers

N.C. Teaching Fellows applications are available only through high school counselors. The *N.C. Prospective Teacher Scholarship* application is available through high school counselors, financial aid offices and schools of education.

Out-of-State Programs

Non-North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.

FREQUENTLY ASKED QUESTIONS ABOUT FINANCIAL ASSISTANCE

How can Meredith help me?

— *We can offer many solutions*

If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit www.meredith.edu/admiss/finaid.htm for additional information about financial aid.

— *How much should I budget?*

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2002-2003 budgets used in determining need for on-campus residents and for commuting students living with family are:

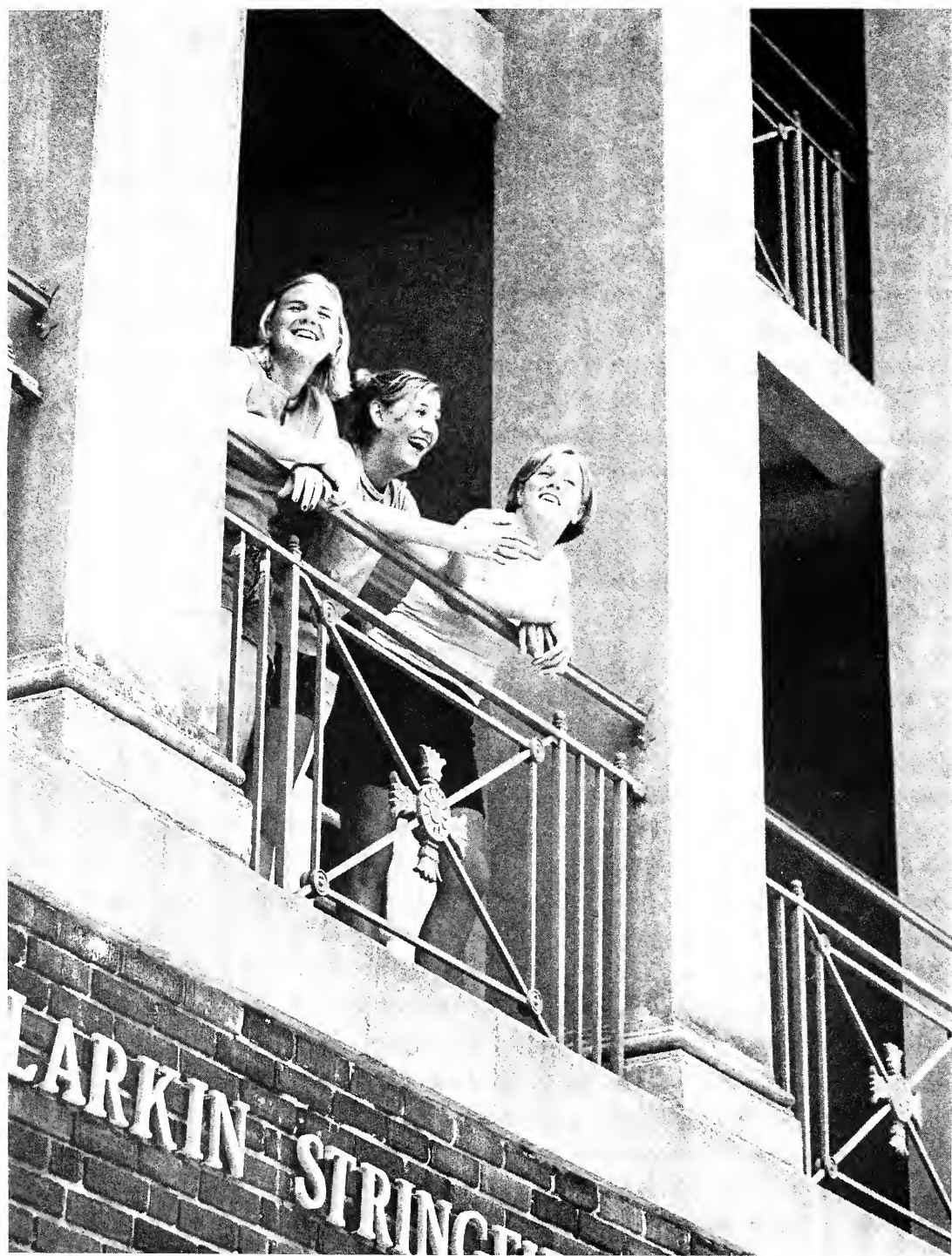
Direct Costs	<i>On-Campus</i>	<i>Commuting</i>
Tuition	\$14,300	\$14,300
Technology Fee	\$800	\$800
Room and Board	\$4,600	---
Total	\$19,700	\$15,100

Estimated Expenses	<i>On-Campus</i>	<i>Commuting</i>
Room and Board	---	\$3,600
Books and Supplies	\$750	\$750
Transportation	\$400	\$400
Personal Expenses	\$1,250	\$1,250
Estimated Total	\$22,100	\$21,100

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

Foreign students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is \$1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.



STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to the Meredith community. The College has a strong commitment to a total education which integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including: academic advising; admissions; dean of students; financial assistance; residence directors; commuter life and special services; campus ministry; volunteer services; counseling; health services; residence life; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for

students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The *Student Handbook and Activities Calendar* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); playwright Wendy Wasserstein; and journalists Judy Woodruff and Bob Edwards.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore! appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the *Meredith*

Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Selkie*, *The Way of the World*, *The Goodbye Girl*, and *The Children's Hour*.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem, offers availability to a host of cultural and social activities.

STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 67.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology,

Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, Pi Mu Epsilon for mathematics students, Alpha Epsilon Kappa for religion and Sigma Tau Delta for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on many college committees.

— Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVERNING operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to pro-

mote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

— *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

— *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students; gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; studies and reviews student organizations; and reviews all student regulations.

STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 90 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the 2002–2003

Student Handbook and Activities Calendar.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development.

— *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astrotekton and Philaretian societies now work with social service agencies as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

— *Campus Ministry*

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERITAGE, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

— Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith College, faculty, students and the broader community. Located in the Office of the Campus Minister, the Coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an adviser to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the *America Reads* program, the Coordinator of Volunteer Services is a liaison to the *Motherread* program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the Coordinator of Volunteer Services in Jones Chapel.

RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

MEREDITH SPONSORS FIVE INTERCOLLEGIATE sports including basketball, soccer, fast-pitch softball, tennis, and volleyball. Students may participate on one or more athletic teams.

The organization and activities of the intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

RESIDENCE

SEVEN RESIDENCE HALLS ARE AVAILABLE FOR ON-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted. Each room is equipped with internet and e-mail access, cable television, and a telephone jack.

Freshmen are usually assigned to Brewer, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their halls.

Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and three other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-aged students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for

room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.

- Residential policies will be reviewed annually.

— *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mail pockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the director of health services. The Health Center is served on a regular basis by a local physician with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday–Thursday and 7:00 a.m. to 5:00 p.m. on Fridays. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

COUNSELING

— *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Director of Academic Advising, whose office is located in the Park Center. See page 57 for further details.

— *Career Planning*

The Meredith Career Center, located in the Park Center, offers career counseling, educational programs and resource information to students who are undecided about their courses of study or career plans as well as those

preparing for a specific career field. Assistance is available regarding employment, cooperative education experiences, interviewing, resume preparation, occupational outlook, salaries, and related issues. Students may also take vocational interest tests and a for-credit career planning seminar. Campus recruiting, a web-based resume referral database, graduate school guidance, and career fairs help seniors as they begin to implement their plans for graduate study or careers.

— *Counseling Center*

The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional, or academic — with counselors who are degreed and licensed. All counseling services are free and confidential. In addition to counseling services, the Counseling Center offers disability services, psychological consultation, and general referral services. The staff also coordinates an outreach program, often with Peer Educators as facilitators. The center houses a small resource library for students and staff. Students are encouraged to call the counseling office at 760-8427 any time or stop by Monday thru Thursday between 8:00 a.m. and 8:00 p.m. or Friday between 8:00 a.m. and 5:00 p.m. to make an appointment. The Counseling Center is located on the first floor of Carroll Health Center.

— *Freshman Discovery Series and First-Year Experience Class*

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

STUDENT ORGANIZATIONS: OPPORTUNITIES FOR INVOLVEMENT

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

Executive Committee
Association of Meredith Commuters
Elections Board
Honor Council (and Review Board)
Residence Hall Board
Senate
Student Life Committee
WINGS (Women in New Goal Settings)

Publications

Publications Board
Acorn (literary magazine)
Meredith Herald (newspaper)
Oak Leaves (yearbook)

Programming Associations

Campus Activities Board
Association for Cultural Awareness
Meredith Entertainment Association
Meredith International Association
Meredith Recreation Association

Religious Associations

Campus Crusade for Christ
Interfaith Council
InterVarsity Christian Fellowship
Latter-Day Saints Student Association
Meredith Christian Association

Service Organizations

Service Council
Astrotekton Society
Circle K
Junior Woman's Club
Philaretian Society

Class Council

Freshman Class
Sophomore Class
Junior Class
Senior Class

Clubs

American Choral Directors Association
American Society of Interior Design
Angels for the Environment
Angels for Life

Artists' Alliance
 Barber Science Club
 Canaday Math and Computer Science Club
 Club of Arabic Language and Culture
 College Democrats
 College Republicans
 Collegiate Music Educators National Conference
 Colton English Club
 Dance Club
Die Reblaus German Club
 Extra Theatre Company
 History and Politics Club
Societa Italiana Italian Club
La Tertulia Spanish Club
Le Cercle Francais French Club
 Mae Grimmer Granddaughters' Club
 Meredith Accounting Association
 Meredith Association for the Education
 of Young Children
 Meredith Association of Pre-Health Profession Students
 Meredith College Association of Family
 and Consumer Sciences
 Meredith College Student Dietetic Association
 Meredith Disabilities Organization
 Meredith Fashion Association
 Meredith Video Club
 Model U.N.
 Pi Sigma Epsilon
 Psychology Club
 Social Work Club
 Society for Human Resource Management
 Sociology Club
 Spectrum
 Sports Science Association
 Student Business Advisory Board
 Student Foundation
 Student NC Association of Educators
 Tomorrow's Business Women
 Watkins Communications Club
 Women's Issues Network

Honor Societies

*Alpha Delta Mu, Alpha Epsilon Kappa, Alpha Lambda
 Delta, Alpha Mu Gamma, Alpha Psi Omega, Beta Beta
 Beta, Delta Mu Delta, Delta Upsilon Upsilon, Kappa Nu
 Sigma, Kappa Omicron Nu, Lambda Pi Eta, Phi Alpha
 Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa
 Lambda, Pi Mu Epsilon, Psi Chi, Sigma Alpha Iota, Sigma
 Delta Pi, Sigma Tau Delta, Silver Shield, Theta Alpha
 Kappa*



ACADEMICS:

PROGRAMS AND REGULATIONS

MEREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 14 academic departments and 1 school of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and health sciences, chemistry, mathematics, or the School of Business may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, education, and music: the Master of Business Administration, the Master of Education, the Master of Music, the Master of Health Administration, and the Master of Science in Nutrition degree. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and an accredited dietetic internship program.

CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue.

Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

DEGREE PROGRAMS

— *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted at Meredith, and all courses attempted at Meredith in her major subject(s).

— *Requirements for the Bachelor of Arts, Bachelor of Science and Bachelor of Social Work Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 49.

— *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in performance or music education are given on pages 116–118.

— *Requirements for a Second Baccalaureate Degree, Major or Minor*

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from

Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 31 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required. (*See page 22 for Admission Information.*)

Educational Goals

The educational goals for Meredith undergraduates are divided in two parts: (1) the general education goals and (2) the goals of each academic department or school.

General education goals

- Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God.
- She should encounter the great creative achievements of humankind and discover those values which are for her most essential to a rich, full, and significant life.
- She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms.
- She should have an informed concept of herself as a part of the natural universe.
- She should develop physical skills consistent with her physique, natural abilities, and interests.
- She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

The educational goals of each academic department are printed at the beginning of the department's course listings.

General Education Requirements

To reach the general educational goals each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics

and the natural sciences; and health, physical education, and dance.

- I. Humanities and fine arts.....27-30 credit hours
 - A. English composition3-6 credit hours
Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
 - B. Foreign language6 credit hours
(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
 - C. Literature.....6 credit hours
 1. A 3-hour course in major British authors
 2. A 3-hour course in English, American, or world literature, or any literature course in a foreign language
 - D. Religion6 credit hours
 1. Religion 100
 2. Any advanced 3-hour course in religion
 - E. Elective6 credit hours
Must include at least two of the following categories: art; dance (theory or history); music; philosophy; communication; theatre.
- II. Social and behavioral sciences12 credit hours
 - A. History of Western Civilization.....3 credit hours
 - B. Electives9 credit hours
To be taken from the following categories: economics; cultural geography; history; sociology and anthropology; politics; psychology. Must include two areas other than history.
- III. Mathematics and natural sciences
minimum of13 credit hours
 - A. One laboratory course chosen from biology, chemistry, earth science or physics.....4 credit hours
 - B. One course in mathematics3 credit hours
 - C. Electives.....6 credit hours
To be taken from two of the following: biology; chemistry; earth science; mathematics or CSC 201; or physics;
- IV. Health, physical education,
and dance4-5 credit hours
Must include four hours of activity courses or three hours of activity courses and a course in health or first aid.
- V. Capstone studies
One Capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences.

Additional Capstone courses may be taken as pure electives.

Note: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department or school are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department or school will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 71–127. Substitutions in the requirements for a major may be made by the head of the department or school in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

Bachelor of Arts

American Civilization	Mathematics
Art	Music
Biology	Musical Theatre
Chemistry	Political Studies
Communication	Pre-Art Therapy
Dance	Psychology
Economics	Public History
English	Religion
French	Sociology
History	Spanish
International Studies	Theatre

Bachelor of Science

Accounting	Exercise and Sports Science
Biology	Family and Consumer Science
Business Administration	
Chemistry	Foods and Nutrition

Child Development	Interior Design
Clothing and Fashion	International Business
Merchandising	Mathematics
Computer Information Systems	Social Work
Computer Science	

Bachelor of Social Work

Social Work

Bachelor of Music

Music Performance

Music Education

Teacher education is described on pages 84–98.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Curriculum Committee for permission to pursue a contract major. It is recommended that a student have a 2.5 or better grade point average to propose a contract major.

There are two types of contract majors:

1. Departmental – Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.

2. Interdisciplinary – Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or school. In most cases, a department or school will design these majors according to the following guidelines: (a) a minimum of 36 semester hours; (b) a unifying theme; (c) a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and (d) a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines in the Meredith College Undergraduate Catalogue. Normally, a contract major must be considered and approved by the members of the Curriculum Committee and the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, served the purpose of the contract major.

PROCEDURE

A student will meet with her adviser(s) to design the contract major proposal for submission to the Curriculum Committee. The contract major proposal must be submitted to the Curriculum Committee using the format outlined on the "Proposal for a Contract Major" form available in the Registrar's Office. The proposal and supporting documentation must be submitted one week before a Curriculum Committee regular meeting. Committee meetings are held on the second and fourth Mondays during the school year. All contract major proposals for the next year must be considered before the second February meeting of the Curriculum Committee.

The Curriculum Committee will assess the validity of the proposal and, if it is approved, submit it to the Academic Council. All contract majors must be submitted to Academic Council for final approval.

— *Minors*

A student may choose to complete a minor area of concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in each department or school.

THE HONORS PROGRAM

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY gifted and ambitious student many opportunities to develop academically to her full potential. Each fall, approximately 20 entering students are invited to participate in the Honors Program. In addition, a number of students with outstanding academic performance in the fall semester are invited to join the program at the beginning of their second semester. Interested students (including transfer and 23+ students) should express their interest to the honors director. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department or school, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by a department or school, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies

and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest. In addition, Honors students are invited to participate in Focus on Excellence, a series of on-campus and off-campus cultural events, and in an off-campus Honors Weekend Trip.

— *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses.....7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. Opportunities for honors work in laboratory science are available in biology, chemistry, and physics.

Honors Colloquia6 hours

The honors colloquia, typically interdisciplinary and team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, normally including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the

Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field6 hours

To heighten the participant's understanding of the knowledge, skills, and tools of her major discipline, each honors student will complete at least six credit hours of honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department or school
- Contractual work for honors credit in regular courses offered by the department or school
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to a department or school's approval of their relation to the major field.

Honors Electives6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include the following:

- Additional honors colloquia beyond the minimum requirements
- Departmental or school honors courses
- Regularly scheduled courses in which the student contracts for honors work and credit
- Independent study.

Honors Thesis or Equivalent Project3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) or school concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

SATISFACTORY PROGRESS IN HONORS

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course, an honors lab science, and an honors colloquium. Retention in the program requires that the student main-

tain a minimum overall grade point average of 3.0. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

Honors students entering Meredith in the fall of 2001 and after will be expected to maintain a 3.250 average.

CAREER DIRECTION

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as human environmental sciences, art, music, and the School of Business. All of the departments and the school, however, provide opportunities for career preparation at the undergraduate level. Many areas have prepared programs so that students may use their electives to give career direction to majors in the department or school. Departmental and school advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice (*see page 43*).

— Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

— Dietetic Internship

The Dietetic Internship is a post-baccalaureate supervised practice program leading to credentialing in the field of nutrition. Students work for 27 weeks in rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrich-

ment experience of their choice. Students also take two three-credit-hour graduate courses in the program. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitians. They will have acquired competence for an entry-level position in clinical nutrition, food service management, community nutrition, and other careers in nutrition.

— *Professional Communications*

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in photography, creative writing, journalism, business, and computer information science. Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 99.*)

— *Criminal Justice Studies*

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. (*For specific requirements, see page 107 or 127.*)

— *Teacher Education*

Meredith College offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching license in birth through kindergarten (B-K), elementary education (grades K-6); middle grades education (grades 6-9); language arts, mathematics, science, and social studies; secondary education (grades 9-12); English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, physical education, theatre, French, and Spanish; and workforce development family and consumer sciences education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states' agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education, reading K-12, and English as a Second Language. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 Race and Ethnic Relations, and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

— *Teaching Fellows Program*

The Teaching Fellows Program offers talented North Carolina students who choose teaching as a first career option the unique opportunity to participate in a program designed especially for Fellows. If you are selected as a Teaching Fellow at Meredith, you will participate in: Honors Courses including the Honors Thesis in the senior year, Focus on Excellence cultural activities and field trips designed to broaden your educational opportunities, additional leadership development programs and experiences in public schools for each of the four years.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith will receive a scholarship/loan award from the State of North Carolina.

Additional matching grant monies are coordinated by the College to match the state's monetary contribution. This matching grant will include the NC Legislative Tuition Grant and Meredith College funded scholarships. By completing the FAFSA form to establish demonstrated need, a Teaching Fellow may receive other financial assistance. If you should become one of North Carolina's Teaching Fellows, you would be agreeing to teach, after college graduation, for four years in one of North Carolina's public schools.

(*For more information about the award, see page 32.*)

CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

CONTINUING EDUCATION

— *Undergraduate Degree Program for Women Age 23+*

A woman may enter this program through the Admissions Office (see page 19). This option involves pre-admission advising and an individually tailored preliminary program.

When the requirements of a preliminary program have been fulfilled, students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The 23+ staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

— *Community Outreach*

Community Outreach programs provide opportunities for women, men, and children to enrich their lives through a variety of programs offered each semester, including summer. Courses in the Community Outreach programs award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by business, agencies, and institutions for certification and advancement purposes. Community Outreach programs are open to Meredith College students, faculty, and staff on the same basis as the community at large. Teachers who need Teacher Renewal Credit (TRC) take community outreach programs classes to meet the state requirements for maintaining their teaching licenses.

— *Certificate Programs*

Non credit Certificate Program

The purpose of the Non credit Certificate Program is to create, implement and evaluate non credit certificate programs for the Triangle Community; to enhance skills and knowledge in various professions; to create a network among professionals for resource sharing; to heighten public awareness of educational/professional opportunities for adult learning at Meredith College; to encourage business and other partnerships for professional advancement and to provide leadership opportunities for women.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Though paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, increasingly they are playing key roles in the legal services team, performing a wide variety of substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a professional certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. To date over 600 graduates have begun paralegal careers by earning their Paralegal Certificate at Meredith. The program can be completed in the evening over two semesters or in one intensive semester.

Paralegal Program graduates enjoy a wide variety of employment opportunities. While the majority work in private law firms, many are employed in corporate legal departments, banks, and government agencies. Training as a paralegal provides instruction in legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management, to name a few.

Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction, connecting students with the real world of law practice. A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Over 85% of our graduates find employment within three months of completing their studies.

The Meredith Paralegal Program is open to qualified applicants who have earned a bachelor's degree from an accredited college or university. No specific major is required. Admission is competitive and based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering entering the paralegal profession or entering law school. Further information about the Paralegal Program is available at 760-2855, or on our website at: www.meredith.edu/legal/.

INDIVIDUALIZED OPTIONS

— *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 129.)

— *Undergraduate Research Program*

The Undergraduate Research Program supports partnerships in scholarship between faculty and students in all departments and facilitates travel to conferences for presentation of these partnership results. Course credit may be earned as these partnerships are pursued and, in some circumstances, students may be awarded a stipend to assist a member of the faculty in research.

Each spring, the Undergraduate Research Conference at Meredith showcases the impressive research projects of students in the humanities, the natural and social sciences, the performing arts, the fine arts, mathematics, and the varied professional programs of study. Students' participation through presentations, performances, or posters signals just one more way Meredith educates women to excel.

— *Writing Intensive Courses*

Meredith students have a unique opportunity to improve their writing skills by taking courses that are labeled in the course schedule as Writing Intensive. Because each academic discipline has its own writing conventions, faculty in disciplines other than English have designed courses that include writing instruction for that discipline. Students enrolled in Writing Intensive classes learn from experts on how to write for that field, receive feedback on preliminary drafts, and learn how to revise their drafts. These courses are designated "WI" on a student's transcript, thereby informing potential employers or graduate schools that she has had instruction in composition beyond her freshman year. This program demonstrates Meredith's commitment to making the ability to write clearly and effectively a priority for every student.

Definition: a course is considered writing intensive if it makes substantial use of writing as a means of engaging students with the subject matter. "Intensive" refers to the way writing is integrated into the course rather than to the amount of writing involved. Students will become familiar with the subject matter by completing a variety of writing assignments, both formal (graded) and informal (ungraded). The number of writing assignments may or may not

exceed those of other classes, but Writing Intensive courses benefit the student by offering writing instruction and coaching by the instructor in planning, drafting, revising, and editing student papers for that discipline.

— *Cooperative Education*

Cooperative education is a program which gives sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

— *Cooperating Raleigh Colleges*

Meredith, Peace, and Saint Augustine's Colleges, St. Mary's School and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. Web-based and video courses at North Carolina State University are not included under the CRC agreement. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department or school. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

— *International Studies***SUMMER PROGRAMS****Meredith Abroad in Italy, Switzerland and England**

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and England) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students can elect to do either the continental or UK portion of the program — or both.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines. Options for foreign language study have included summer programs in France, Germany, Mexico, and Spain.

In the past, the Department of Biology has sponsored programs in arctic Russia and Belize; the Department of History and Politics, a program in China; the Department of Human Environmental Sciences, a fashion program in Paris; and the School of Education, a program in New Zealand. The School of Business has sponsored programs in the United Kingdom and Denmark.

Summer Art Travel/Study Programs

Each summer the Art Department offers a travel/study opportunity for students above the freshman level. Destinations include Italy, the Southwestern United States and various other locations that offer a rich, visual art environment. Credit hours earned will vary. The art programs are distinguished by their small group size, the common interests of those who participate, and intense immersion in art and culture.

The biennial Art Program in Italy is the longest established art travel/study program. During five weeks in Florence and surrounding Tuscany, students earn six hours credit for drawing and painting with the option for additional credits in art history.

SEMESTER AND YEAR ABROAD**Semester/Year in U.K., Ireland, and Australia**

Meredith students regularly study in universities in England, Ireland, Scotland, and Australia. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

Semester/Year in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages and Literatures.

Semester/Year in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

Semester /Year in Hong Kong

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

Semester/Year in People's Republic of China

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

Individually-Tailored Semesters

The Director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Kenya, New Zealand, and South Africa.

OTHER OFF CAMPUS OPTIONS**Drew University**

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations

consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Politics.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Politics.

The Washington Center

Teaching Fellows are offered an opportunity to participate in an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any Teaching Fellow who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. Further information concerning the Marymount program may be obtained from the Director of International Studies.

— Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

— Visitation Credit

A student may elect to study for a semester at another

college or university while retaining her status as a Meredith student and will not have to apply for re-admission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

ACADEMIC SUPPORT SERVICES

— Learning Center

Meredith College's Learning Center supports students with one-on-one tutoring in biology, writing, grammar, foreign languages, and mathematics. Support is also provided to answer questions related to word processing, library research, and speech writing and delivery. The Learning Center has two professional staff and the tutors are students who have been trained to help other students. In addition to tutoring, the Center has reference books, handouts, and self-help exercises in grammar and mathematics. Students wishing to make appointments should sign up outside the entrance at 122 Jones Hall, or call 760-2800 and leave a message on voice mail. The service is free and is not limited to students seeking remedial help. All students are welcome.

— Carlyle Campbell Library

Carlyle Campbell Library is designed to integrate print, electronic, and audiovisual resources with an extensive program of research and technical support. The building is equipped with study tables and carrels, open stacks, video viewing stations, the LINC center computer lab, projection room, and group study rooms. The library collection includes more than 137,000 volumes and access to over 2,600 periodicals. Resources include print, microforms, film, video and audio recordings, laser disk and computer software, computer databases, video programming on campus cable television, SCOLA (portal for foreign language television programming), and ALIS (Automated Library Information System) which provides computerized access to the library's collection. An extensive collection of recordings and scores are housed in the music library branch in the Wainwright Music Building. Meredith College students have borrowing privileges at the other Cooperating Raleigh Colleges (North Carolina State University, Peace College, Shaw University, St. Augustine's College, St. Mary's School).

— Technology Services

Voice and data support is provided to all students, faculty, and staff through Meredith College's Technology Services Department. A campus-wide network links offices, classrooms, computer labs, the library, and residence hall rooms to the world's information resources. The College is

in the process of building a wireless network as a part of a new technology initiative, which began in the fall of 2000. There are four general use computer labs each housing 20 computers and printers. Scanners are available to the community in three locations on campus. Small computer labs with high-level equipment are available in some departments with specialized needs such as Art and Computer Science. Other small clusters of computers are available in classroom buildings, Cate Student Center, and the residence halls. Many of the classrooms are configured with presentation systems for electronic display. A help desk is available for solving technical problems. Additional support is available at the Walk-In Center and through Technology Assistants. The Technical Training Department offers a variety of software support to the Meredith community which includes a technology help lab, software application classes for students, faculty, and staff, and software handouts.

SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION IN WHICH courses are generally taught over a three-week term with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid by the student at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department or school head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of "C" or better for the course to transfer to Meredith.

ACADEMIC PLANNING AND ADVISING

— Academic Advisers

Upon arrival at Meredith each student is assigned an

academic adviser who will work collaboratively with her in planning her program, offer academic counsel and provide support for her personal and professional goals. Once the student declares a major field, she will be assigned to an adviser in the department or school. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning. The advising program is under the general direction of the Director of Academic Advising.

— Course Load

A student will decide on her semester course load in consultation with her adviser. The student wishing to graduate in four years should plan on taking 15–16 hours per semester. Students on probation should read the section on *Satisfactory Progress, Retention and Suspension* for their course load guidelines. **A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic affairs or the registrar. A student seeking overload permission may take no more than 9 hours of half-semester courses.**

— The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (*page 48*) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the general education requirements in order to explore many academic areas. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

When a student is ready to declare her major she should discuss the matter with the head of the department or school concerned and make proper arrangements.

— The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling her graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistra-

tion for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the vice president for academic affairs.

— *Graduation*

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the office of the vice president for academic affairs. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this plan when they file for graduation.

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program.

Participation in a commencement program (May or December) is open to:

a.) those students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony).

b.) those students who have completed the requirements for graduation in the semester of the graduation ceremony.

c.) those students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The official diploma will be delivered after receipt of the grades if the student has completed all requirements.

— *Graduate Examinations*

Students interested in graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through the Career Center or at other established testing centers. Other graduate/professional admission test packets are available through the Career Center including the MCAT, LSAT, GMAT, DAT VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Career Center.

— *Changes in Class Schedule*

During the first five class days of each semester a stu-

dent may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. Students may add any course before its begin date. The drop, add, and withdrawal dates for courses which meet at irregular times are available in the registrar's office. All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emergency withdrawals. (*See page 65, Grading System*). All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

— *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

— *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

— *Advanced Placement Credit*

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues: Meredith College departmental tests, an Advanced Placement Examination of The College

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History
Art Studio	3,4,5	3	Studio Art Elective
Biology	3,4,5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 201
Computer Science AB	3,4,5	6	Computer Science 201, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Education lab science
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History —European	3,4,5	3	History 102
History —United States	3,4,5	3	History 214 or History 215
Human Geography	3,4,5	3	General Education social science
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212

Credit Opportunities for High School Advanced Placement Courses (continued)

AP Exam	Score	Hours Granted	College Courses Satisfied
Music Theory	3,4,5	3	Music 100
Physics B (General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Minimum Accepted Score	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) <i>Subsidiary Level</i>	5	3	Studio Art elective
Art/Design Option B (Research Workbook) <i>Subsidiary Level</i>	5	3	Art elective
Art/Design Option A&B <i>Higher Level</i>	5	6	3 credits Studio Art 3 credits Art elective
Biology <i>Higher Level</i>	5	4	BIO 101/141
Business & Organization <i>Higher Level</i>	5	6	6 hours toward business major
Chemistry <i>Subsidiary Level</i>	5	4	CHE 111/141
Chemistry <i>Higher Level</i>	5	8	CHE 111/141, CHE 112/142
Classical Languages <i>Subsidiary Level</i>	5	3	Humanities elective
Classical Languages <i>Higher Level</i>	5	6	Humanities elective
Computer Science <i>Higher Level</i>	5	3	Computer Science elective
Economics <i>Higher Level</i>	5	6	ECO 100/101
English (Language A1) <i>Higher Level</i>	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
French <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	

Meredith College International Baccalaureate Policy (continued from previous page)

IB Subject	Minimum Accepted Score	Semester Hours Awarded	Meredith Equivalent
Geography <i>Subsidiary Level</i>	5	3	Human Geography (Social Science)
Geography <i>Higher Level</i>	5	6	Human Geography (Social Science)
German <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
German <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	
History <i>Higher Level</i>	5	3	History elective
History of the Islamic World <i>Higher Level</i>	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods <i>Subsidiary or Higher Level</i>	5	3	Mathematics elective
Mathematics <i>Higher Level</i>	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music <i>Subsidiary Level</i>	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music <i>Higher Level</i>	5	3	MUS 100
Philosophy <i>Higher Level</i>	5	3	Philosophy elective
Physics <i>Subsidiary Level</i>	5	4	PHY 211/241
Physics <i>Higher Level</i>	5	8	PHY 211/241, PHY212/242
Psychology <i>Higher Level</i>	5	3	Psychology elective
Social Anthropology <i>Higher Level</i>	4	3	SOC 260
Spanish <i>Subsidiary Level</i>	5	3 hours awarded after completion of 6 hours at Meredith	
Spanish <i>Higher Level</i>	5	6 hours awarded after completion of 6 hours at Meredith	
Theatre Arts <i>Subsidiary Level</i>	4	3	THE 114
Theatre Arts <i>Higher Level</i>	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Minimum Accepted Score	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	6	ACC 230, 231
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 240
Marketing, Principles of	50	3	BUS 260
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: Early Colonizations to 1877	50	3	HIS 214
History of the United States II: 1865 to the Present	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: Ancient Near East to 1648	50	3	HIS 101
Western Civilization II: 1648 to the Present	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition (with or without essay)		NONE	
English Literature		NONE	
Humanities	50	3*	

table continued on next page

*Student must complete a course at Meredith in the same department or area with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

College Level Examination Program (CLEP) Examination (continued from previous page)

CLEP Examination	Minimum Accepted Score	Amount of Credit Granted	Equivalent Course(s)
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	
Trigonometry	50	3	MAT 143

*Student must complete a course at Meredith in the same department or area with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

Board (AP), a College-Level Examination Program test (CLEP), an International Baccalaureate examination (IB), or course credits recommended by the American Council on Education and approved by the Meredith registrar. Details of Meredith's AP, CLEP and IB policies are listed in the following pages. Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

— *Auditing Courses*

Audits may be arranged on the first class day of the semester or the first day of the class in the case of a class that does not begin on the first day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. If the student withdraws from the course or fails to satisfy the teacher's stated expectations for the audit, the grade of NA will be given.

— *Developmental/Remedial Courses*

Developmental or remedial courses are offered in some subject areas for those students who are not ready for college-level work in that subject. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

— *Corequisites*

Any student taking a class with a corequisite requirements must register and take the corequisite during the same semester as the corresponding course. She must successfully complete the requirements of both in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component of a corequisite course during the five-day drop/add period, she must drop both components.

— *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 255, 336, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department or school.

— *Transfer Credit*

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to

Meredith College will be converted to the Meredith credit standards. Transfer credits are recorded in semester hours and are evaluated with letter grades "A" through "C" on a 4.0 scale. (*See below for a complete explanation of the grading system at Meredith.*)

Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

Credits transferred will be counted for major requirements only with the approval of the department or school head.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

— *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department or school head.

— *Credit in Cooperative Education*

Of the 124 hours required for graduation, no more than eight may be Cooperative Education credit.

— *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (*See pages 184–185 for list of ensemble courses.*)

— *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be

approved by the head of the Department of Health, Physical Education and Dance, and by the vice president for academic affairs or the registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing to the Office of the Registrar. Additional requests for reports will be processed as transcript requests.

— *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the

end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.

- AU The student completed a satisfactory audit.
- NA The student did not complete a satisfactory audit.

— *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

— *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

Pass/Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department or school's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department or school may choose to restrict grading in a departmental or school seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-

hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
4. A student who changes her major to a department or school in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
6. Responsibility for compliance with all rules governing the P/F system rests with the student.

ACADEMIC RECOGNITION

— *Classification*

Each student is classified on the following basis:

<i>Classification</i>	<i>Semester Hours Credit</i>
Freshman	1-25
Sophomore.....	26-59
Junior.....	60-89
Senior	90 and above

— *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.50 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Financial Assistance.

— *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.
2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

For students graduating in May 2005 or after, graduation with distinction will be based on achieving the following grade point averages for all work counted toward graduation: 3.5–*cum laude*; 3.7–*magna cum laude*; 3.9–*summa cum laude*. Students graduating May 2005 or after must have a minimum of 62 hours earned at Meredith College to earn distinction.

RECORDS

— *Registration*

Registration instructions and class schedules are available from the Registrar's office approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

— *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLLEGE, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

<i>Total Hours Attempted</i>	<i>Minimum Expected Meredith QPR</i>
1-16	1.500
17-25	1.700
26-59	1.800
60-89	1.900
90 and above	2.000

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled: a) register for no more than 14 hours; b) enroll in either ENG 111 or ENG 112 if she has not completed her general education composition requirement; c) attend one study skills workshop during the first week of classes. A student who has attempted 1-16 hours must repeat at least one course in which she has earned a "D" or an "F" within her next two semesters of attendance unless no such courses are offered. All other students must repeat at least one course in the next semester in which they are enrolled unless no such courses are offered. Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to her academic adviser or the Director of Academic Advising.

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation

and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the Registrar within 10 days of receipt of the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the Registrar.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith. **Students on financial aid should confer with the Financial Assistance office before applying for a leave.** Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College **and no later than the last day of classes if she does not plan to complete her current semester.**

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

WITHDRAWALS

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For Undergraduate Degree Programs for Women Age 23+ students, withdrawal is effected through the 23+ office. Students who are seeking licensure for teaching (but are not seeking a degree) should withdraw through the Department of Education. Special students should withdraw from the Office of the Registrar. Students failing to make official withdrawal within 60 days of last class attendance forfeit the right of honorable dismissal and financial adjustments.

Students who do not complete a semester must withdraw no later than the last class day of that semester.

ACADEMIC PROGRAMS

Accounting	Family and Consumer Sciences
American Civilization	Foods and Nutrition
Art— <i>Art Education • Art History</i>	French
• <i>Graphic Design • Studio Art</i>	History
Biology— <i>Biological Diversity • Environmental Science</i>	Interior Design
• <i>Health Science • Molecular Biology</i>	International Business
Business Administration— <i>Economics</i>	International Studies
• <i>Finance • Human Resource Management</i>	Mathematics
• <i>Management • Marketing</i>	Music
Chemistry	Music Education
Child Development	Music Performance— <i>Composition • Instrument</i>
Clothing and Fashion Merchandising—	• <i>Keyboard • Piano Pedagogy • Voice</i>
<i>Design • Merchandising</i>	Musical Theatre
Communication— <i>Mass Communication</i>	Political Studies
• <i>Human Communication</i>	Pre-Art Therapy
Computer Information Systems	Pre-Professional Programs— <i>Dentistry</i>
Computer Science	• <i>Law • Medicine • Pharmacy • Veterinary Medicine</i>
Dance— <i>Dance Education</i>	Psychology
• <i>Performance & Choreography</i>	Public History
• <i>Private Studio Teaching</i>	Religion
Economics	Social Work
Education— <i>Licensure in Birth through Kindergarten</i>	Sociology
<i>(B-K) • Elementary (K-6)</i>	Spanish
• <i>Middle Grades (6-9) • Secondary (9-12)</i>	Theatre
• <i>K-12 in Art, Dance, Music, Physical Education,</i>	Self-Designed Major
<i>Theatre, French and Spanish</i>	— <i>Italics denote concentrations available.</i>
English	
Exercise and Sports Science—	
<i>Fitness & Sports Management</i>	
• <i>Physical Education</i>	



ACADEMIC PROGRAMS

CROSS-CULTURAL SKILLS MINOR

AN INTERDISCIPLINARY CROSS-CULTURAL SKILLS minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

1. CAP 407 — Awareness and Discovery or comparable course (3 hours)
2. Approved Study/Work Abroad (minimum eight consecutive weeks including a prescribed journal)
3. Foreign Language (6 hours in the same language, 300-level or above)
4. Approved Global Perspective Electives (6 hours)
5. Approved International Perspective in the Major (3 hours)
6. Portfolio (1 hour)

CENTER FOR WOMEN IN THE ARTS

MEREDITH IS WIDELY RECOGNIZED AS A CENTER for Women in the Arts operating in an atmosphere of the arts, sciences, and humanities. Whether one is interested in pursuing a career in the arts, or simply likes the excitement visual and performing arts add to campus life, the variety of opportunities available in the arts at Meredith is extraordinary. Meredith offers undergraduate degree programs in the traditional arts areas of Visual Art, Music, Drama, and Dance, as well as Fashion Design and a fully accredited Interior Design program. Meredith has teaching licensure programs in art, music, dance, and drama and a graduate music degree program. At the heart of education in the arts at Meredith is personal attention and individualized instruction to help each student explore her own artistic potential.

The Meredith calendar is filled with student and professional performances, lectures and exhibits, frequent field

trips, and travel study opportunities both in the United States and abroad. With excellent facilities on campus, Meredith students also have access to the cultural resources available in Raleigh, the capital city, and the entire research triangle region.

WOMEN'S STUDIES

A DEPARTMENT OR SCHOOL MAY INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

ART

Professor Bailey, Head; Professor Short; Associate Professors Banker, Fitz-Simons, Mulvaney, Parker and Terry; Assistant Professors Fine, Hayes, Ligon and Pearce; Adjuncts Beatty, Hill, Johnstone, Lewis, B. Ligon, Roth, Reuer, M. Scherr, S. Scherr, Siwek, Springer, Steele, Stewart; Emerita Greenberg.

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program the first semester of her freshman year, though special provision may be made for transfer students. To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated. Students who wish to appeal this policy may request to take an exit exam for the course(s) in question.

All art majors are required to complete a core curriculum of 22-24 credit hours. Concentrations are offered in studio art, art history, graphic design and art education. Internships are available and encouraged for art majors.

Through special studies courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Contract majors in art management and art history are also possible for the student to arrange through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art. A Pre-Therapy major is offered in conjunction with the Psychology Department.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the art department for further information for all of these policies.

Mission Statement

The Meredith College Art Department provides an enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

Statement of Purpose

The purpose of the Department of Art is to provide a visual arts program which:

- supports the fine arts and humanities component of the general education requirements,
- offers a major in the visual arts based on a core curriculum of shared studio art and art history experiences,
- offers studio, art history, graphic design, and art education concentrations beyond the art major,
- offers a Pre-Art Therapy major program in conjunction with the Psychology Department
- offers preparation for teacher Licensure in art K-12,
- encourages individual reflection as inseparable from production,
- offers individualized instruction,
- maintains an extensive exhibition program for instructional purposes and as a link with the greater community,
- encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and in arts organizations,
- guides career choices based on individual strengths and interests.

Goals

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. The art major may elect to add a concentration for greater depth in a specialized area within the liberal arts framework.

As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who feel their education here could not be equaled by other schools. The key to this is to provide unique challenging opportunities for learning. Small class size is an important component, but so is the chance for study abroad, internships, providing artists-in-residence and speakers, and travel to art centers and museums. However, our most important goal is to help each student find value in her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives

A student taking a class in the visual arts program will:

- demonstrate competence in understanding concepts and acquiring skills germane to the class,
- be exposed to the artistic production and philosophy of creative people in diverse cultures,
- participate in the assessment of her own work, that of others in the class, and that of professionals,
- recognize the importance of visual literacy to humankind past, present, and future,
- develop visual observation skills.

A major in the art department, in addition to the objectives above, will:

- demonstrate an individual voice through a culminating exhibit, portfolio, or research paper,
- attain highly developed visual observation skills,
- articulate orally and through writing original thoughts about art and society (past, present, future).

— Requirements for a Major

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I.....	3
ART 105 2-D Design	3
ART 206 Color Theory	3
ART 221 Art History Survey I.....	3
ART 324 Modern Art.....	3
ART 222 Art History Survey II.....	3
ART 494 Senior Project	1-3

ART 495 Portfolio Photography	1
TOTAL Core Hours	22-24

Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many entry level art positions. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and allow time for internships.

Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum	22-24
II. Art History Elective.....	3
III. Studio Art Concentration	21
ART 201 Drawing II (3)	
ART 207 3-D Design (3)	
Studio Area Concentration (15)	
IV. Professional.....	2
ART 493 Senior Seminar (2)	
TOTAL hours for the major	47

Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

Requirements for a Major in Art with a Concentration in Graphic Design:

I. The Core Curriculum	23-24
II. Graphic Design Concentration	35
A. Required Courses	31
ART 140 Introduction to Graphic Communication (3)	
ART 130 Photography I (3)	
ART 245 Typography (3)	
ART 246 Typography Lab (2)	
ART 248 Techniques of Illustration I (3)	
ART 342 Digital Imaging (3)	
ART 394 Graphic Design Studio (9)	
ART 404 Book Design (2)	
B. Graphic Design Concentration Electives	4
ART 201 Drawing II (3)	
ART 103 Computer Drawing (1)	
ART 104 Oak Leaves (1)	
ART 270 Fibers (3)	

ART 230 Photography II (3)	
ART 330 Photographic Techniques and Processes (3)	
ART 350 Printmaking I (3)	
ART 348 Techniques of Illustration II (3)	
ART 920 Directed Independent Study (1-3)	
ART 930 Community Internship (1-3)	
CIS 154 Creating Pages for the WWW (P/F) (1)	
Approved Advanced Web Design Elective (2-3)	
TOTAL hours for the major.....	58-59

Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art, i.e., museums, community-based arts organizations or commercial arts enterprises.

The Art History Concentration requires 12 hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

Requirements for a Major in Art with a Concentration in Art History:

I. The Core Curriculum	22-24
II. Studio Art	3
ART 207 Three Dimensional Design (3)	
III. Art History beyond the core.....	12
IV. Electives approved by faculty adviser.....	9
TOTAL hours for the major	47

Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

Requirements for a Major in Art with a Concentration in Art Education:

I. The Core Curriculum	22-24
II. Art History Elective.....	3
III. Studio	21
ART 201 Drawing II (3)	

ART 207 3-D Design (3)	
ART 210 Painting I (3)	
ART 160 Ceramics I (3)	
ART 365 Sculpture (3)	
ART 270 Fiber (3) or	
ART 275 Metals (3)	
ART 350 Printmaking (3)	
IV. Professional Education.....	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
PSY 210 or PSY 310 Developmental (3)	
PSY 312 Exceptional (3)	
SOC 335 Race and Ethnic Relations (3)	
EDU 439 Student Teaching (6)	
EDU 441 Audio/Visual (1)	
EDU 471 Reading (1)	
TOTAL hours for the major	78

Pre-Art Therapy Major

The Pre-Art Therapy major is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate school candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Required Courses in ART (101, 105, 206, 210, 260, 734, 735, 736).	24 total hours
Required Courses in PSY (100, 200, 210 or 310, 300, 312, 320, 332, 420).	25 total hours
TOTAL hours for the major	49

— Requirements for an ART minor:

ART 101 Beginning Drawing I (3)	
ART 105 Basic 2-D Design (3)	
Art History Survey I or II (3)	
Area of Specialization in upper level courses (200 and above) (6)	
Art electives (6)	
TOTAL hours for the minor.....	21

— For Art classes, see pages 131– 135.

BIOLOGY AND HEALTH SCIENCES

Professor Mecham, Head; Professors Grimes, Reid, Swab; Associate Professor Wolfinger; Assistant Professor Cuffney and McAlexander. Adjuncts Crumpler, Linkous, Townsend, Tully

THE DEPARTMENT OF BIOLOGY AND HEALTH Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become actively involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in a wide diversity of areas within Biological and Health Sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through laboratory work, and for enhancing creative learning.

Goals of the department are as follows:

- to provide a learning environment fostering growth of all students in scientific literacy and analytical abilities,
- to provide in introductory courses a basis for biological literacy in today's world, and the biological foundation for upper level courses,
- to provide a knowledge base for relating biology to the physical sciences, nutrition, and other disciplines,
- to provide through the various sequences of advanced courses an educational environment whose content and rigor prepare majors and minors with the background for continued success beyond Meredith,
- to provide through advising, academic and experiential programs tailored to meet the individual needs of our students.

In addition to the wide variety of course offerings by the department, many off-campus experiences are available through part-time employment, directed independent studies, internships, cooperative positions, volunteer positions, etc. These opportunities apply and expand course content through hands-on experiences in various fields of research, health, and veterinary medicine.

— Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students will receive credit for BIO 101 upon successful completion of BIO 141.

Students who present an AP Biology score of 3 or above will receive credit for BIO 101 and BIO 141.

— *Licensure*

Middle grades (6-9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 204, GEO 200, GEO 240, and Sci 764. Students in a BS or BA Biology major must follow the department program outlined for middle school licensure.

Secondary licensure in biology is available to students who complete the requirements for a BS or BA in Biology following the departmental programs outlined for secondary school licensure.

— *Requirements for Major and Licensure Programs*

I. **Biology Major: B.S. and B.A. Concentrations**

A. B.S. in Biology with a concentration in Molecular Biology: 73 hrs

Required courses in Biology: 42 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 251 (3) Cell Biology
 BIO 256 (1) Techniques in Microscopy
 BIO 258 (1) Techniques in Tissue Culture
 BIO 334 (3) and 344 (1) Microbiology
 BIO 356 (4) Biotechnology
 BIO 431 (3) and 461 (1) Genetics
 BIO 436 (3) Biochemistry and
 BIO 446 (1) Biochemistry Lab
 BIO 499 (6) Senior Research
 Electives (4)

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 Either CHE 222 (3) and 242 (1) Organic Chemistry II or CHE 350 (4) Quantitative Analytical Chemistry

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

BIO 256 (1) Techniques in Microscopy
 BIO 258 (1) Techniques in Tissue Culture
 BIO 334 (3) and 344 (1) Microbiology
 BIO 356 (4) Biotechnology
 BIO 431 (3) and 461 (1) Genetics
 BIO 436 (3) Biochemistry
 BIO 499 (6) Senior Research

Required courses in Chemistry: 12 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

C. B.S. in Biology with a concentration in Health Science (Pre-medical, Pre-dental, and Pre-professional options): 69 hrs

Required courses in Biology: 38 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 251 (3) Cell Biology
 BIO 254 (3) Evolution of Biological Systems
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 323 (3) and 343 (1) Vertebrate Physiology
 BIO 334 (3) and 344 (1) Microbiology
 Electives (12)

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Clinical Experience and Application recommendations: All specified courses should be completed by the end of the Junior year. MCAT or DCAT should be taken in April of the Junior year. Biology electives may be completed at any time. Recommended electives in Biology include the following: BIO 222 (2) and 242 (2), BIO 211 (3) and 241 (1), and BIO 436 (3) and 446 (1).

B. B. A. in Biology with a concentration in Molecular Biology: 53 hrs

Required courses in Biology: 34 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 251 (3) Cell Biology

Students should also have significant (minimum 500 hrs) volunteer or paid clinical experience. This should involve as much patient contact as possible.

D. B.S. in Biology with a concentration in Health Science (Pre-Pharmacy Option): 74 hrs

Required courses in Biology: 36 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 322 (3) and 342 (1) Human Anatomy and Physiology
 BIO 334 (3) and 344 (1) Microbiology
 BIO 436 (3) Biochemistry
 BIO 446 (1) Biochemistry Laboratory
 Electives (8)

*Required courses in Chemistry: 20 hrs**

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 CHE 350 (4) Quantitative Analytical Chemistry

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

**A student can receive a minor in Chemistry with only 3 additional hours at the 200 or 300 level.*

E. B.S. in Biology with a concentration in Health Science (Pre-Physician Assistant, Pre-Physical Therapy): 60-64 hours

Required courses in Biology: 20-24 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 334 (3) and 344 (1) Microbiology
 BIO 431 (3) and 441 (1) Genetics
 BIO 322 (3) and 342 (1) Human Anatomy and Physiology OR BIO 323 (3) and 343 (1) Vertebrate Physiology AND BIO 321 (3) and 345 (1) Comparative Vertebrate Anatomy

Required courses in Chemistry: 16 hours

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II

or CHE 436 (3) and 446 (1) Biochemistry

Required courses in Physics: 8 hours

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hours

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Required courses in Psychology: 9 hours

PSY 100 (3) Introduction to Psychology
 PSY 210 (3) Life Span Developmental Psychology
 PSY 320 (3) Abnormal Psychology

Non-Course Requirements Needed for Admission into Physician Assistant and Physical Therapy Programs:

Increasingly, an entry-level position in physical therapy or physician assistant requires holding a master's degree. The concentration described above is designed for students desiring to enter a Master's Degree Program in Physical Therapy or Physician Assistant. In addition to the coursework described above for this major, a minimum of **200** (for some master's programs in Physical Therapy) to **2000** (for most master's programs in Physician Assistant) patient contact hours are needed for application to master's degree programs. All coursework (for a total of 100-104 credit hours) and the majority of patient contact hours are to be completed in three to three plus years. The remaining twenty to twenty four credit hours necessary for graduation will be awarded for completing an in-depth medical experience, such as serving on a medical mission or internship. Receiving Certified Nursing Assistant (CNA) certification will enable students to obtain more meaningful patient contact experience and may count toward physical education requirements for graduation.

F. B.S. in Biology with a concentration in Health Science (Pre-Veterinary Medicine Option): 66-67 hrs

Required courses in Biology: 32 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 334 (3) and 344 (1) Microbiology
 BIO 431 (3) and 461 (1) Genetics
 BIO 436 (3) Biochemistry
 BIO 446 (1) Biochemistry Laboratory
 Electives (8)

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

*Required courses in Nutrition: 3 - 4 hrs**

FN 227 (3) Nutrition or Ans. 230/250 (4)
 (CRC-NCSU) Animal Nutrition

Recommended Course: 3 hrs

PSY 334 (3) Animal Behavior

Clinical Experience and Application recommendations: Students should have a minimum of 400 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring or summer of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year. This would include all courses listed above except Comparative Vertebrate Anatomy. Applicants should have a minimum, overall GPA of 3.50 and a GRE score of 1800 to have a reasonable chance of acceptance. Veterinary schools have high standards and the competition is intense.

*The NCSU Veterinary College requires that applicants take an Animal Nutrition course rather than human nutrition.

G. B.S. in Biology with a concentration in Biological Diversity: 74 hrs

Required courses in Biology: 40 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological System
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 334 (3) and 344 (1) Microbiology
 BIO 352 (3) Symbiology
 BIO 358 (2) Aquatic Field Studies
 BIO 359 (2) Terrestrial Field Studies

BIO 499 (6) Senior Research

Required courses in Chemistry: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 436 (3) and 446 (1) Biochemistry

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Recommended courses:

BIO 325 (4) Environmental Science
 BIO 234 (3) and 244 (1) Principles of Ecology

H. B.A. in Biology with a concentration in Biological Diversity: 51 hrs

Required courses in Biology: 36 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
 BIO 352 (3) Symbiology
 BIO 358 (2) Aquatic Field Studies
 BIO 359 (2) Terrestrial Field Studies
 BIO 499 (6) Senior Research

Required courses in Chemistry: 12 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I

Required courses in Mathematics: 3 hrs

MAT 245 (3) Statistics I

Recommended courses:

BIO 234 (3) and 244 (1) Principles of Ecology
 BIO 325 (4) Environmental Science
 BIO 334 (3) and 344 (1) Microbiology

I. B. S. in Biology with a concentration in Environmental Science: 73 hrs

Required courses in Biology: 38 hrs

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 234 (3) and 244 (1) Principles of Ecology

BIO 325 (4) Environmental Science
 BIO 334 (3) and 344 (1) Microbiology
 BIO 358 (2) Aquatic Field Studies
 BIO 359 (2) Terrestrial Field Studies
 BIO 499 (6) Senior Research

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 Either CHE 222 (3) and 242 (1) Organic Chemistry II or CHE 350 (4) Quantitative Analytical Chemistry
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

II. Licensure Programs

A. B.S. in Biology with Middle School Licensure

This must follow a concentration and must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology
 BIO 499 (3) Senior Research
 Total hours in biology (38)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II or 436 (3) and 446 (1) Biochemistry
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

B. B.A. in Biology with Middle School Licensure

This must follow a concentration and must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 499 (3) Senior Research
 Total hrs in Biology (32)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 100 (3) Principles of Physical Science

Required courses in Mathematics: 3 hrs

MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

C. B. S. in Biology with 9-12 Licensure

This must follow a concentration and must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology

* Students who choose BIO 321 may not choose 322 and 342.

** BIO 436 and 446 is the same course as CHE 436 and 446.

BIO 499 (3) Senior Research
Total hours in biology (38)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
CHE 112 (3) and 142 (1) General Chemistry II
CHE 221 (3) and 241 (1) Organic Chemistry I
CHE 222 (3) and 242 (1) Organic Chemistry II
or 436 (3) and 446 (1) Biochemistry
GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

D. B.A. in Biology with 9-12 Licensure

This must follow a concentration and must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
BIO 102 (3) and 142 (1) General Biology II
BIO 211 (3) and 241 (1) Plant Biology
BIO 222 (2) and 242 (2) Invertebrate Zoology
BIO 254 (3) Evolution of Biological Systems
BIO 499 (3) Senior Research
Total hrs in Biology (32)

SCI 764 (3) The Teaching of Science

Required courses in Chemistry and Physical Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
CHE 112 (3) and 142 (1) General Chemistry II
CHE 221 (3) and 241 (1) Organic Chemistry I
GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 100 (3) Principles of Physical Science

Required courses in Mathematics: 3 hrs

MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by

the education department for the secondary teacher education program.

— Requirements for a Minor

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— For Biology courses, see page 136 – 139.

— For Science courses, see page 201.

THE SCHOOL OF BUSINESS

Irving H. Wainwright Professor of Business Adkins, Dean., Professors, Oatsvall, Wakeman and Wessels; Associate Professors Ammann, Bledsoe, Chappell, Ligon, Milewicz, and Pencek; Assistant Professors Lippard, Shuey and York; Adjuncts Almasy, Bartell, Basala, K. Best, M. Best, Campbell, Deal, Eubanks, Gould, Holley, Hrinsin, Kerber, Kirchner, Midgette, Ray, Russo, Steele, Tokas, and Zalewski.

THE SCHOOL OF BUSINESS OFFERS A B.S. DEGREE WITH a major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in Business Administration with concentrations in Economics, Management, Marketing, Human Resource Management, and Finance; a B.A. degree with a major in Economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

The B.S. degree with a major in Business Administration with a concentration in Management is available during the evenings through Undergraduate Degree Programs for Women Age 23+.

Mission Statement

The School of Business is committed to integrating professional and technical instruction with a quality liberal education. The school provides women the opportunity to obtain the knowledge and skills needed to perform successfully as business and community leaders.

School goals include development of: critical thinking skills through analysis, reflection and integration of concepts; ethical decision-making; written communication skills; oral communications and presentation skills; and, research skills.

— *Objectives of the Accounting Major*

- To provide an overview of financial and managerial accounting to enable students to understand and utilize financial statements.
- To offer accounting majors courses which include topics covered on the CPA exam.
- To integrate technology into the accounting curriculum by requiring students to use computer software currently used in the accounting profession
- To prepare students to use various methods of tax research including both computerized and other resources.

— *Objectives of the International Business Concentration*

- To provide students with a broad-based understanding of the economic, political, cultural, and ethical environments within which international business occurs.
- To provide a thorough comprehension of the functional business areas involved in international business.
- To develop an understanding of the importance of linguistics skills for the international business woman and to enable students to become proficient in a spoken language.
- To integrate technology into the international business curriculum where appropriate.
- To develop and practice presentation skills through the use of case studies, group projects and/or term projects.

— *Objectives of the Economics Concentration*

- To provide, as an integral part of the social science component of the liberal arts curriculum, an opportunity to become familiar with economic science.
- To provide a theoretical foundation for business decision making.
- To provide students with a general knowledge of economic problems and the framework for analyzing these problems.
- To provide courses that cover a wide variety of economic topics and the analytical tools needed to understand and solve economic problems as students prepare for careers or for further study in graduate school.

— *Objectives of the Finance Concentration*

- To provide students with the opportunity to learn principles of corporate and personal financial management.
- To integrate technology into the finance curriculum by using computers.
- To provide a theoretical foundation for business decision making.

- To develop and practice research skills through the use of case studies, group projects, and/or term projects.
- To provide additional study in either managerial or financial accounting to strengthen skills in the analysis and interpretation of financial data.

— *Objectives of the Human Resource Management Concentration*

- To provide students with an understanding of the role of Human Resource Management in the development of business and organizational strategies.
- To expose students in the Human Resource Management concentration to the major functions of HRM: recruiting, selection, training, labor relations and compensation.
- To provide students in the opportunities to learn and use research tools.
- To integrate current technology where appropriate.
- To provide students valuable HRM work experience through required internships.

— *Objectives of the Management Concentration*

- To encourage the development of a personal management philosophy and attitudes that would enable students to enter and progress successfully through a variety of business career tracts.
- To expose students to the different schools of management thought and to provide opportunities to apply theoretical concepts.
- To provide opportunities to apply case analysis techniques through written and presentation applications.
- To offer students information covering the history of management, the principles and functions of management which apply to a variety of organizational settings
- To integrate technology into the management curriculum where appropriate.
- To provide students in the management concentration opportunities to develop and practice research skills.

— *Objectives of the Marketing Concentration*

- To provide marketing students with an understanding of the role of marketing in the development of business and organizational strategies.
- To provide a thorough understanding of the principles of marketing including the areas of pricing, distribution, promotion and product policy.
- To provide students in the marketing curriculum with the opportunity to construct, present, and implement a quality marketing plan for any product or service.

- To integrate technology where appropriate.
- To expose students to marketing research tools and to develop a framework for investigating and analyzing marketing problems.

— *Requirements for a B.S. Degree with a Major in Accounting*

Candidates for the Bachelor of Science degree in accounting must take 36 (or 37) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 330, 331, 333, 336, BUS 120 (or equivalency test), 240, 260, 370, ECO 100, 101, MAT 245 (or equivalent) and presentation graphics competency.

Electives include: ACC 332, 337, 436, 437, 438, BUS 340 (or ACC 440), 345, 472, and CIS 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

— *Requirements for a B.S. Degree with a Major in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 24-25 hours in a prescribed core and additional hours in their chosen concentration.

The core consists of the following courses: ACC 230, 231, BUS 120 (or equivalency test), 240, 260, 370, ECO 100, 101, MAT 245 (or equivalent) and presentation graphics competency.

Concentrations

Students in the *Economics Concentration* develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions, non-profit organizations, or government agencies. In addition to ECO 100 and 101 included in the core, students in this concentration must take ECO 300, 301, BUS 495 and 15 additional hours of electives chosen from ECO 322, 334, 335, 355, 356, BUS 345, 361, 472, 474, or related courses approved by the Dean of the School of Business.

The *Finance Concentration* permits students to focus on those courses which will develop and strengthen their skills in the area of finance and to position them for entry-level

positions in banking, stock brokerage firms, mortgage companies and other financial institutions. In addition to the core courses, students who elect this concentration must take MAT 211, ACC 330 or 332, 336, ECO 355, BUS 472, 474, 495 and 9 elective hours selected from ACC 331, 337, BUS 340, 466, 480, 499, ECO 301, and CIS 312 or related courses approved by the Dean of the School of Business.

The *Human Resource Management Concentration* provides an opportunity for students to focus on those courses which will strengthen their skills in various areas of human resource management. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 350, 352, 452, 481, 495 and 6 additional hours of electives chosen from BUS 340, 348, 456, 458, ECO 335, 364, SOC 335, PSY 422, CIS 312 or related courses approved by the Dean of the School of Business.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 495 and 18 additional hours of electives from accounting, business and economics courses numbered 300 and above, CSC 312 or related courses approved by the Dean of the School of Business.

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 365, 468, 495 and 12 additional hours of electives selected from BUS 340, 345, 348, 361, 369, 466, 467, 472, 480, ECO 301, CIS 312 or related courses approved by the Dean of the School of Business.

— *Requirements for a B.S. Degree with a Major in International Business*

Candidates for the Bachelor of Science degree in International Business must take 30-31 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332, BUS 120 (or equivalency test), 240, 260, 370, 495, ECO 100, 101, MAT 245 (or equivalent) and presentation graphics competency. The elective 21 hours must be as follows: BUS 310, 369, ECO 334, REL 248, ECO 322 or GEO 368, POL 210 or 204 and one course

in contemporary area studies e.g., HIS 224 or 308 (or others as approved). The language minor must be a spoken language.

Minors

The school also offers minors of 21 hours each in accounting, actuarial economics, business administration, economics, finance, management, marketing, and human resource management; these minors are available to complement majors in other departments only. At least 12 of the 21 hours must be taken at Meredith. Courses within the minors may not be taken for pass-fail grading.

The *Accounting Minor* includes a core of ACC 230, 231, 330, 331 and any three electives chosen from ACC 332, 333, 336, 337, 436, 437, 438, 440 or BUS 340 and 472.

The *Actuarial Economics Minor* includes ACC 230, 231, BUS 370, 474, ECO 100, 101, 301.

The *Business Administration Minor* includes a core of ACC 230, BUS 240, ECO 100, 101 and any three electives chosen from ACC 231, BUS 260, 310, 340, 344, 348, 370, ECO 300 or 301.

The *Economics Minor* includes a core of ECO 100, 101, 300, 301 and any three electives chosen from ECO 322, 324, 334, 335, 355, 356, 364, 361, 370, 435, 472 or 474.

The *Finance Minor* includes a core of ACC 230, 231, BUS 370, 472, 474 and ECO 101 and one elective chosen from ACC 330, 331, 332, 333, BUS 345, ECO 100, 301, 355 or 356.

The *Management Minor* includes a core of ACC 230, BUS 240, 260, 348, 350, ECO 101 and one elective chosen from ACC 231, BUS 310, 344, 369, 466, 468, ECO 100, or 364.

The *Marketing Minor* includes a core of ACC 230, BUS 240, 260, 365, 468, ECO 101 and one elective chosen from ACC 231, BUS 340, 344, 361, 369, 466, 467, ECO 100 or 301.

The *Human Resource Minor* includes a core of ACC 230, BUS 240, 350, 352, 452, ECO 101 and one elective chosen from BUS 348, 456 or 481.

— Requirements for B.A. Degree with a Major in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 100, 101, 300, 301, MAT 245, and 15 more hours of electives chosen from ECO 322, 324, 334, 335, 355, 356, 364, 435, 498, 499, BUS 345, 361, 472 or 474, for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

— Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the School of Business Office (919-760-8471) or from the MBA Director (919-760-2281.)

A special five-year program is available for those majoring in accounting. A qualified student may begin taking graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

— *For Accounting courses, see pages 130–131.*

— *For Business courses, see pages 140–143*

— *For Economic courses, see pages 157–159.*

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the school dean and arrange for it through the special studies options listed on page 129.

CAPSTONE PROGRAM

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad connections among content areas, and values in action. All capstone courses share common goals and characteristics, varying only in their themes. At the end of a capstone course, students will be able to:

- value the complexity of knowledge by seeking connections among varied perspectives;
- apply and reflect on their critical thinking and communication skills;
- appreciate the benefit and responsibilities of working in groups;
- relate personal actions to responsible citizenship in the larger world.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and

personal values to study a problem and implement a small, concrete, complete outcome.

Prerequisites: Minimum 75 credit hours completed. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

Capstone courses will be discontinued following the 2003-2004 academic year. Beginning in 2005-2006 Global Perspective courses will fulfill the educational goals of this program.

— *For Capstone courses, see pages 143–144.*

CAREER STUDIES

Career Center. Director TBA; Assistant Directors Sumner and McNeill.

THE PURPOSE OF CAREER STUDIES AT MEREDITH College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply classroom learnings in real job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

— *For Cooperative Education courses, see page 150.*

— *For Career Planning Seminar Courses, see page 153.*

CHEMISTRY, PHYSICS, AND GEOSCIENCE

Professor Shiflett, Head; Associate Professors Hazard, Lewis and Powell; Assistant Professor Schmidt; Adjunct Merenbloom.

THE PURPOSE OF THE DEPARTMENT OF CHEMISTRY, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

1. enable majors and minors to attain their educational and career goals.
2. prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- develop a knowledge of scientific discovery and process.
 - improve their ability to reason and critically analyze evidence and support for information.
 - become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).
- In addition, chemistry majors will
- acquire a knowledge of inorganic, organic, analytical, and physical chemistry.
 - develop the skills and knowledge necessary to work competently and safely in a chemistry laboratory.
 - be able to employ current research tools and strategies.
 - acquire the knowledge and skills necessary to pursue careers in chemistry, teaching, or graduate or professional studies.
 - understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, and earth science to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships or the cooperative education program.

— *Requirements for a Major*

CORE CURRICULUM

1. CHE 111, 112, 221, 222, 350,
(with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 7 additional hours in chemistry courses numbered 200 or above and including CHE 490
3. 6 elective hours from the following:
biology (200 level or above)
chemistry (200 level or above)
mathematics (200 level or above)
physics (200 level or above)

BACHELOR OF SCIENCE

1. Core Curriculum
2. 18 additional hours in chemistry courses numbered 200 or above and including the physical chemistry sequence (CHE 420, 430, 441 and 442)
3. MAT 212 and MAT 220 or MAT 354
4. 1 hour selected from CHE 490, 498, 499, CHE 930, or cooperative education. All students are required to give an oral presentation.
5. BIO 101 or CSC 201 or, if not taken to satisfy the mathematics requirement, either MAT 220 or MAT 354.

— *Requirements for Minors*

Chemistry: Twenty hours of chemistry, including CHE 111, 141, 112, 142, and 12 hours selected from CHE 221/241, CHE 222/242 or CHE 436/446, CHE 350, CHE 420/441, or CHE 430/442, or CHE 474.

Chemical Physics: Nineteen hours of chemistry and physics, including CHE 111, 141, 112, 142, PHY 211, 241, 212, 242, and either CHE 420 or CHE 430.

Geography: Eighteen hours of geography including GEO 200, 240, 205, 336, and a minimum of 8 hours of geography at the 200 level or above (at least 3 of these hours must be at the 300 level). All elective hours must be approved by the department head.

— *For Chemistry courses, see pages 147–149.*

— *For Geography courses, see pages 169–170.*

— *For Physics courses, see pages 193–194.*

Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 129.

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

THE SCHOOL OF EDUCATION

*Administrative Faculty Lee, **Head**; Professors Kratzer and Weir; Associate Professors Gleason, and Parker; Assistant Professors, Graden, McKinney, and Willoughby; Adjuncts Clary, Collier, Dorsey, Joyner, Kocur, Midgett, Swart, and Torgerson; Administrative Faculty Clary.*

—Goals

The School of Education is committed to the development of reflective practitioners able to evaluate critically the purposes of education and develop their own philosophy of education; explore and evaluate understandings of the nature of the learner, the learning process, and the culture of schooling; meet the needs of the linguistically, socio-economically, and culturally diverse populations; explore the philosophical, cultural, and educational implications of current educational technologies and their potential value in contemporary classrooms; be teacher-researchers; work creatively and effectively with the content of the school curriculum; and assume leadership roles in working collaboratively with teacher colleagues to improve the system of public education.

Courses in the School of Education are designed to provide the developing teacher, aspiring social worker, or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. The courses and fieldwork prepare students to be teachers who:

- *Transform Content Knowledge* by building on and integrating knowledge and skills learned in the liberal arts and in the majors with professional knowledge, skills, and

dispositions of professional educators.

- *Provide Leadership* by participating in and forging community-school partnerships, collaborating with colleagues, and structuring schools/classrooms as communities of learners.

- *Practice Culturally Relevant Teaching* by maintaining high expectations for all students, adapting instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment.

- *Practice Teaching Strategies that are Personal and Focused on Individuals* by understanding student development and learning; adapting instructional strategies to address individual differences and learning preferences; and construct caring contexts that support student exploration and learning.

- *Engage in Reflective Teaching* by continuously assessing themselves as educators; by adjusting teaching based on reflection; and by participating in continuing staff development and professional organizations.

- *Conduct Continuous Assessment* by implementing informal and formal assessments, maintaining sound records of student development; interpreting assessments appropriately based on current knowledge about bias and about the limits of forms of assessment; communicating with students and families; and using this information to plan for teaching.

Toward this end, in courses and in fieldwork, students can expect to: actively *observe, describe, reflect, analyze, connect, communicate, and act* — with increasing competence as a teacher.

—Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education degree leads to a N.C. graduate license in elementary education, English as a Second Language, or reading.

—Education Programs

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the School of Education or from the graduate school office.

Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in birth

through kindergarten (B-K); elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, physical education, and family and consumer sciences education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A. Students who plan to teach

1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
 - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith. (*A second concentration also is required.*)
 - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.
2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
3. The registrar will send a copy of the student's completed Declaration of Major form to the School of Education. Upon receipt of the form, the school will send the student a Teacher Education Handbook, a packet of materials for

Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the School of Education as soon as possible. (*The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.*) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

Note: An applicant's overall grade point average must be 2.50 or above for admission to the program.

4. Each completed application is reviewed in the School of Education and the applicant is notified of the admission decision by the head of the School of Education. An applicant can appeal the admission decision to the Vice President for Academic Affairs by letter.
- B. Students who plan to become school social workers
 1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
 2. The registrar will send a copy of the Declaration of Major form to the School of Education which will send the student a packet of materials for admission to teacher education and notify her adviser.
 3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the School of Education. An applicant can appeal the admission decision to the Vice President for Academic Affairs by letter.
- II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)
 - A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the Office of the School of Education.
 - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina educa-

tion license through Meredith College must meet teacher competency requirements through a program of study approved by the School of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the head of the School of Education.

- III. **A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.** (*See page 88 for specific courses.*)
- IV. Before a student enrolls in a middle, secondary or K-12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the School of Education Office (207 Ledford).

—Requirements for All Licenses

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

Prior to student teaching, all students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional courses taken in the School of Education must be taken for a grade unless specifically designated as Pass/Fail. Preadolescent/Adolescent Behavior (EDU466) and/or Secondary School (EDU467) may be taken Pass/Fail with permission of the instructor. *PRAXIS (formerly NTE exams) Requirements for All Programs:*

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Pre-professional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student internship, students are required to take the appropriate specialty area tests. The minimum score requirements are established by the State Board of Education and are subject to change.

All required examinations may be taken more than once. Minimum score requirements information is avail-

able from the School of Education.

—Student Internship Requirements

The following requirements must be met before a student is admitted to the student internship:

An overall grade point average of 2.5 or above by the end of the term prior to student teaching;

- A. A grade point average of at least 2.5 in the content area by the end of the semester prior to student teaching. "Content area" is defined as the content area courses listed in the Meredith Catalogue. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licensure programs except K-6;
- B. Observation and participation in the public schools;
- C. Demonstration of competencies established by the School of Education indicating teaching effectiveness;
- D. Satisfactory completion of all required methods courses;
- E. The required physical exam for public school teachers; and
- F. Filing of an application for student internship placement with the School of Education. Student teaching placements are made with Wake County Public Schools.

—Recommendations

1. In planning your course schedule each semester be advised that most professional studies courses, including most methods courses taught in departments other than the School of Education, require extensive school observations/field experiences outside scheduled class hours. Since most of these observations occur in a public school setting, this means that the observations will occur between the hours of 7:30 a.m. to 3:00 p.m. In identifying potential observation time in your overall schedule be sure to include travel time to and from the school site – usually at least 30 minutes each way.

2. It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester, or prior to the sophomore year.

3. In order to be recommended for licensure, a student must complete an Advanced Technology Portfolio. This portfolio consists of ten projects which address specific technology competencies. A student is to work on this portfolio as she progresses through her planned program

of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in regularly scheduled required "Orientation to the School of Education" sessions. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

4. BLOCK semester can be either semester of the senior year provided all other professional education courses have been satisfactorily completed.

FOR K-6 LICENSURE ONLY:

5. It is strongly recommended that EDU 255 be taken early in a student's program.

6. EDU 336 and EDU 342 AND EDU 344 should be taken during the semester immediately preceding student teaching.

—Birth through Kindergarten (B–K) Teacher Education Program

Students who expect to obtain an initial North Carolina license to teach at the birth through kindergarten (B–K) level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Social and Behavioral Sciences(9)
 PSY210 Developmental Psychology (3) or PSY 310
 Child and Adolescent Psychology (3)
 PSY 312 Psychology of Exceptional individuals (3)
 (Prerequisite: PSY 100)
 SOC 335 Race and Ethnic Relations (3)

Mathematics.....(3)*
 MAT 245 Statistics I (3)* Teachers seeking BK
 license have a choice of two statistics courses. They
 may take this course and meet their general education
 requirement, or they may take PSY 200, which
 does not meet the general education requirement.

Health, PE, and Dance.....(2)
 HED 200 First Aid (2)

II. Major Study Program Requirements in an Area Other than Education

III. Professional Education Requirements for Birth through Kindergarten (BK) Students

A. Professional Studies, General(24)
 EDU 232, Foundations of Education (3)
 CD 234, Preschool Child (3)

- CD 334, Infant Development (3)
- CD 340, young Children's Learning Environments (3)
- CD 436, Administration of Programs for Young Children
- CD 440, Readings in Preschool and Early Intervention (3)
- PSY 422, Psychological Testing and Evaluation (3)
- BK 341, Variations in Early Development (3)

B. Professional Education, Methods(21)

- BK 337, Observations of Young Children (3)
- BK 342, Practicum (1)
- BK 465, Teaming, Collaboration, and Consultation (3)
- CD 336, Preschool Curriculum (4)
- CD 434, Infant Curriculum (3)
- CD 438, Supporting and Strengthening Families (3)
- BK 469, Field Experience (B–K) (1)
- BK 445, Advanced Curriculum 93)

C. Professional Education, Practicum.....6

- BK 460, Clinical Internship: Infant-Toddler(3)
- EDU 439, Observation and Directed Teaching (6)

—Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Language arts.....(9)

- English composition and grammar:
- ENG 111, Principles of Writing (3)
- English Literature —ENG 201, Major British Writers (3)
- American Literature —ENG 206, Survey of American Literature (3) (Prerequisite: ENG 201)

Social studies.....(9)

- HIS 101, The Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)
- HIS 214, American History to 1876, or HIS 314, Colonial American History (3)
- SOC 335, Race and Ethnic Relations (3)
- (Prerequisite: SOC 230 or 260 or EDU 232)

Psychology.....(6)

- PSY 210 Developmental Psychology (3) or
- PSY 310 Child and Adolescent Psychology

- (Prerequisite: EDU 234 or PSY 100),
- PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science(8)

- BIO 101, General Biology I (3)
- BIO 141, General Biology I Laboratory (1)
- GEO 200, Earth Science (3)
- GEO 240, Earth Science Laboratory (1)

Mathematics (6)

- MAT 130, Exploring with Mathematics, or
- MAT 245, Statistics I (3)
- MAT 120, Finite Mathematics, or
- MAT 144, Functions and Graphs, or
- Any calculus course (3 or 4)

Cultural arts4

- ART 244 (1), DAN 244 (1), MUS 244 (1), THE 244 (1)

II. Major Study Program Requirements for Area Other than Education

III. Professional Education Requirements for Elementary Education (K-6) Students (38 sem. hrs.)

A. Professional Education, General.....6

- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)

B. Professional Education, Methods.....26

- EDU255 Literature in the Elementary School (2)
- ESS742 Healthful Living in the Elementary School (3)
- EDU300 Introduction to Language Arts (2)
- EDU441 Introduction to Audio/Visual Materials (1)
- *EDU457 Science in the Elementary School (2)
- EDU458 Social Studies in the Elementary School (2)
- *EDU336 Mathematics in the Elementary School (3)
- *EDU342 Preservice Practicum (1)
- *EDU344 Communication Skills in the Elementary School (3)

In the BLOCK semester (last semester of the Teacher Education Program):

- *EDU340 Teaching in the Elementary School (3)
- *EDU440 Seminar in Education (1)
- *EDU445 ESL in the Elementary School (1)
- *EDU744 The Arts in the Elementary School (2)

C. Professional Education, Practicum.....6

- *EDU 439, Observation and Directed Teaching (6)

**Must be admitted to the Teacher Education Program to enroll.*

—Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. license to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Language arts9

- English Composition and Grammar:
- ENG 111, Principles of Writing (3)
- English Literature ENG 201, Major British Writers (3)
- American Literature ENG 206, Survey of American Literature (3)

Social studies9

- HIS 101, The Emergence of Western Civilization, or
- HIS 102, Modern Western Civilization (3)
- HIS 215, American History Since 1876 (3)
- SOC 335, Race and Ethnic Relations (3)
- (Prerequisite: SOC 230 or SOC 260 or EDU 232 are strongly recommended)

Psychology.....3

- PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science8

- BIO 101, General Biology I (3)
- BIO 141, General Biology I Laboratory (1)
- GEO 200, Earth Science (3)
- GEO 240, Earth Science Laboratory (1)

Mathematics3

- MAT 141, College Algebra (3), or
- MAT 144, Functions and Graphs (3), or
- MAT 211, Calculus I (4)

Cultural arts3

- IDS 100, Appreciation of Fine Arts (3), or
- ART 221, or 222 and MUS 214

Health and Physical Education2

- HED 100, Contemporary Health Issues (2)

II. Major Study Program Requirements in an Area Other than Education

III. Two concentrations chosen from: communication skills, mathematics, science, or social studies. (see Section V)

IV. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)

A. Professional Education, General.....9

- Prior to the BLOCK semester (last semester of

the teacher education program):

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 350, Teaching in the Middle School (3)

B. Professional Education, Methods9-11

Prior to, or in, the BLOCK semester (last semester of the teacher education program):

Methods 764 as appropriate to the required concentration (3)

EDU 441, Introduction to Audio/Visual Materials (1)

In the BLOCK semester (last semester of the teacher education program):

EDU 438, Field Experiences: Middle Grades and Secondary (1)

EDU 466, Preadolescent and Adolescent Behavior (3)

EDU 471, Reading in the Content Areas (1-3)

C. Professional Education, Practicum.....6

In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (6)

V. Program Requirements for Middle Grades Teacher Education (6-9)

A. Communication Skills (6-9)

1. The general education program requirements of the College
2. The specific requirements within the general education program
3. Major study program in an area other than education
4. Concentration in Communication Skills (25)
 - ENG 111, Principles of Writing (3)
 - ENG 201, Major British Authors (3)
 - ENG 206, Survey of American Literature (3)
 - ENG 175, Grammar (1)
 - ENG Literature elective (3)
 - ENG 358, Advanced Composition: Expository and Technical (3)
 - ENG 240 Introduction to Film (3)
 - EDU 471, Reading in the Content Areas (3)
 - COM 225, Fundamentals of Public Speaking (3)
5. Subject area methods
 - ENG 764, The Teaching of English (2)
 - ENG 765, Practicum in Teaching of English (1)

B. Mathematics (6-9)

1. The general education program requirements of the College
2. The specific requirements within the general education program
3. Major study program in an area other than education

4. A concentration in mathematics.....19-20

- MAT 144, Functions and Graphs (3)
- MAT 211, Calculus I (4)
- MAT 220, Linear Algebra (3), or MAT 212, Calculus II (4)
- MAT 250, Mathematical Reasoning (2)
- MAT 245, Statistics I (3)
- MAT 264, Topics in Mathematics for Middle Grades (6-9) Licensure (1-2)
- MAT 334, Modern College Geometry (3)

5. Computer Science.....(3)

- CIS modules (3), or CSC 201, Computer Science with Java (4)

6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics**C. Science (6-9)**

1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education

4. A concentration in science.....19

This must follow a concentration and must include the following:

Required courses in Biology

- BIO 101, General Biology I (3)
- BIO 141, General Biology I Lab (1)
- BIO 102, General Biology II (3)
- BIO 142, General Biology II Lab (1)
- CHE 111, General Chemistry I (3)
- CHE 141, General Chemistry I Lab (1)
- PHY 100, Principles of Physical Science (3)
- GEO 200, Earth Science (3)
- GEO 240, Earth Science Lab (1)

5. Subject Area Methods3

- SCI 764, The Teaching of Science

D. Social Studies (6-9)

1. The general education requirements of the College
 2. The specific requirements within the general education program
 3. A major study program in an area other than education
- 4. A concentration in social studies21**
- HIS 101, Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)
 - HIS 215, American History Since 1876 (3)
 - HIS 224, Introduction to Asian History (3)
 - HIS 520, North Carolina History (3)

- ECO 100, Principles of Macroeconomics (3), or ECO 274, Consumer Economics (3)
- GEO 205, World Regional Geography (3)
- POL 100, American Political Systems, or POL 210, International Politics (3)

5. Subject matter methods

- HIS 764, The Teaching of Social Studies

6. In addition to the above, the following courses are strongly recommended:

- HIS 308, Twentieth Century Europe
- GEO 368, Political Geography

—Secondary Teacher Education (Grades 9-12) Programs

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation including**A. General education requirements to include**

- PSY 312, Psychology of Exceptional Individuals (3)
- (Prerequisite: EDU 234 or PSY 100)
- SOC 335, Race and Ethnic Relations (3)
- (Students should take EDU 232 first)

B. The major study requirements**II. Additional specialty study requirements for area of licensure****III. Professional Education, General:**

- A. EDU 232, Foundations of American Education (3)
- B. EDU 234, Educational Psychology (3)
- C. METHODS 764 (3)
- D. The BLOCK Courses

- EDU 438, Field Experiences: Middle Grades and Secondary (1)
- EDU 439, Observation and Directed Teaching (9-12) (6)
- EDU 441, Introduction to Audio/Visual Materials

- (1) [can be taken prior to BLOCK upon approval of faculty adviser]
- EDU 466, Preadolescent and Adolescent Behavior (3)
- EDU 467, The Secondary School (3)
- EDU 471, Reading in the Content Areas (1)

IV. Program Requirements for Secondary Teacher Education (9-12)**A. Biology Licensure****B. A. in Biology with 9-12 Licensure30**

This must follow a concentration and must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 499 (3) Senior Research
 Total hours in biology (32)

Required courses in Chemistry and Physical

Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 3 hrs

PHY 100 (3) Principles of Physical Science

Required courses in Mathematics: 6 hrs

MAT 144 (3) Functions and Graphs
 MAT 245 (3) Statistics I

Subject Area Methods3
 SCI 764, The Teaching of Science

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

B. S. in Biology with 9-12 Licensure.....36

This must follow a concentration and must include the following:

Required courses in Biology

BIO 101 (3) and 141 (1) General Biology I
 BIO 102 (3) and 142 (1) General Biology II
 BIO 211 (3) and 241 (1) Plant Biology
 BIO 222 (2) and 242 (2) Invertebrate Zoology
 BIO 254 (3) Evolution of Biological Systems
 BIO 352 (3) Symbiology
 BIO 499 (3) Senior Research
 Total hours in biology (38)

Required courses in Chemistry and Physical

Science: 20 hrs

CHE 111 (3) and 141 (1) General Chemistry I
 CHE 112 (3) and 142 (1) General Chemistry II
 CHE 221 (3) and 241 (1) Organic Chemistry I
 CHE 222 (3) and 242 (1) Organic Chemistry II
 or 436 (3) and 446 (1) Biochemistry
 GEO 200 (3) and 240 (1) Earth Science

Required courses in Physics: 8 hrs

PHY 211 (3) and 241 (1) General Physics I
 PHY 212 (3) and 242 (1) General Physics II

Required courses in Mathematics: 10 hrs

MAT 144 (3) Functions and Graphs
 MAT 211 (4) Calculus I
 MAT 245 (3) Statistics I

Subject Area Methods3
 SCI 764, The Teaching of Science

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

B. Chemistry Licensure**Bachelor of Science, Chemistry.....36**

CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab (1)
 CHE 112, General Chemistry II (3)
 CHE 142, General Chemistry II Lab (1)
 CHE 221, Organic Chemistry I (3)
 CHE 241, Organic Chemistry I Lab (1)
 CHE 222, Organic Chemistry II (3)
 CHE 242, Organic Chemistry II Lab (1)
 CHE 350, Quantitative Analytical Chemistry (4)
 CHE 499, Research (1)
 CHE 420, Chemical Thermodynamics and Kinetics (3)
 CHE 430, Atomic and Molecular Structure (3)
 CHE 490, Chemistry Seminar (1)
 CHE Electives (8)

Mathematics.....14

MAT 211, Calculus I (4)
 MAT 212, Calculus II (4)
 MAT 220, Linear Algebra (3)
 MAT 354, Differential Equations (3)

Physics.....8

PHY 211, General Physics I (3)
 PHY 241, General Physics I Lab (1)
 PHY 212, General Physics II (3)
 PHY 242, General Physics II Lab (1)

Biology.....3

BIO 101, General Biology I (3)

Subject Area Methods3
 SCI 764, The Teaching of Science

Bachelor of Arts, Chemistry.....30

CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab
 CHE 112, General Chemistry II (3)

CHE 142, General Chemistry II Lab (1)
 CHE 221, Organic Chemistry I (3)
 CHE 241, Organic Chemistry I Lab
 CHE 222, Organic Chemistry II (3)
 CHE 242, Organic Chemistry II Lab (1)
 CHE 350, Quantitative Analytical Chemistry (4)
 CHE 490, Seminar (1)
 Chemistry Electives (12)

6 additional hours in chemistry numbered
 200 or above

6 additional hours from the following:
 mathematics (200 level or above)
 biology (200 level or above)
 chemistry (200 level or above)
 physics (200 level or above)

Mathematics.....4

MAT 211, Calculus I (4)

Physics.....8

PHY 211, General Physics I (3)
 PHY 241, General Physics I Lab (1)
 PHY 212, General Physics II (3)
 PHY 242, General Physics II Lab (1)

Subject Area Methods.....3

SCI 374, The Teaching of Sciences (3)

C. English Licensure.....44

ENG 111, Principles of Writing (3)
 ENG 175, Grammar (1)
 ENG 201, Major British Authors (3)
 ENG 202, Development of English Literature (3)
 ENG 206, Survey of American Literature (3)
 ENG 240, Introduction to Film (3)
 ENG 270, Introduction to Literary Research (3)
 ENG 330, African-American Writers (3)
 ENG 351, Old English (3)
 ENG 358, Advanced Composition (3)
 ENG 499 or 498 Thesis (1)
 ENG 764, The Teaching of English (2)
 ENG 765, Practicum in Teaching of English (1)
 One course in world literature which is not
 American or British

In addition, prospective teachers must take:

One seminar (ENG 357, 359, 360 or 495)
 One course in Shakespeare (ENG 355 or 356)
 One course in 18th or 19th century (ENG 340,
 365, 367, or 368)
 One course in 20th century (ENG 335, 345,
 350, 364, 370 or 371.)

Prospective teachers are strongly urged to
 take one course in communication or theatre.

Subject Area Methods3

ENG 764, The Teaching of English

D. Mathematics Licensure

Mathematics.....34

MAT 144, Functions and Graphs (3)
 MAT 211, Calculus I (4)
 MAT 212, Calculus II (4)
 MAT 220, Linear Algebra (3)
 MAT 245, Statistics I (3)
 MAT 250, An Introduction to Mathematical
 Reasoning (2)
 MAT 313, Calculus III (3)
 MAT 321, Modern Abstract Algebra (3)
 MAT 334, Modern College Geometry (3)
 MAT 340, Mathematical Probability and
 Statistics (3)

From the following courses, prospective teachers must
 take 3 hours:

CIS modules (3)
 CSC 201, Computer Science I with Java (4)
Subject Area Methods3
 MAT764, The Teaching of Mathematics

E. Social Studies Licensure

History Knowledge.....21

HIS 101, Emergence of Western Civilization, (3)
 HIS 102, Modern Western Civilization (3)
 HIS 214, American History to 1876, (3)
 HIS 215, American History Since 1876 (3)
 6 hours of Non-Western History, these may be
 chosen from the following listings:

HIS 200, Introduction to Latin America
 HIS 224, Introduction to Asian History
 HIS 310, Modern China
 HIS 325, Asian Civilizations

or from Special Studies courses that may be
 offered in the history of Africa and the Middle
 East and other non-western areas

In addition the student is to select a course in
 the history of twentieth century from the follow-
 ing list:

HIS 308, Twentieth Century Europe (3)
 POL 309, The Politics of the Vietnam War (3)
 HIS 319, Contemporary American History
 Since 1945 (3)
 HIS 330, U.S. and World History (3)

Social Science Knowledge21

Required Courses:9

ECO 101, Microeconomic Principles (3)

POL 100, American Political System (3)

GEOGRAPHY: *The student is to select one of the*

following:

- GEO 205, World Regional Geography (3)
- GEO 326, Environmental Resources (3)
- GEO 322, Economic Geography (3)
- GEO 368, Political Geography (3)

Recommended Courses:

The student is to choose 12 hours from the following list or from the geography courses listed above:

- ECO 100, Macroeconomic Principles (3)
- POL 300, Law and Society (3)
- POL 301, The Constitution and the Rights of Americans
- POL 340, State and Local Political Systems (3)
- SOC 230, Principles of Sociology (3)
- SOC 335, Race and Ethnic Relations (3)
- Or electives from anthropology, economics, human geography, politics, or sociology.

Subject Area Methods3
HIS 764, The Teaching of History

—Workforce Development Teacher Education Program

Students who expect to obtain an initial N.C. license to teach family and consumer sciences must meet both the course and minimum semester hour requirements listed below.

- All College requirements for graduation, including:
 - General education requirements to include
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
SOC 335, Race and Ethnic Relations (3)
 - The major study requirements
- Minimum semester hours in the occupational education certification subject areas:
 - Business and Office courses,
semester hours39
 - Family and Consumer Sciences courses,
semester hours48
- Minimum semester hours in professional education and related courses:
 - EDU 232, Foundations of American Education (3)
 - EDU 234, Educational Psychology (3)
 - METHODS 764 (3)
 - The BLOCK Courses
EDU 438, Field Experiences:
Middle Grades and Secondary (1)
EDU 439, Observation and Directed Teaching
(9-12) (6)
EDU 441, Introduction to Audio/Visual Materials
(1) [can be taken prior to BLOCK upon approval of faculty adviser]

- EDU 466, Preadolescent and Adolescent Behavior (3)
- EDU 467, The Secondary School (3)
- EDU 471, Reading in the Content Areas (1-3)

IV. Family and Consumer Sciences Education

- General education program requirements to include:
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
3 hours of computer modules (CIS series)
SOC 335, Race and Ethnic Relations (3)
- A major study program in Family and Consumer Sciences and
Child Development9
CD 234, Preschool Child (3)
CD 335, Marriage and Family Relationships (3)
CD 436, Administration of Programs for Young Children (3)
Clothing and Fashion Merchandising6
CFM 115, Beginning Clothing Construction (3)
CFM 418, Textiles (3)
Foods and Nutrition12
FN 124, Principles of Food (3)
FN 326, Meal Management (2)
FN 227, Nutrition (3)
FN 327, Institutional Foods (3)
FN 328, Food Service Equipment (1)
Interior Design and Housing6
ID 245, Housing (3)
ART 144, Interior Design I (3)
Consumer Resource Management6
FCS 355, Family Resource Management (3)
FCS/ECO 274, Consumer Economics (3)
FCS 765, Methods of Teaching Family and Consumer Sciences
HED 100 Contemporary Health Issues
FCS 490, Professional Symposium (1)
Additional Hours (6)
Students must select 3 hours of additional electives from
CD 438, Supporting and Strengthening Families
CFM 316, Tailoring
CFM 417, Apparel Design
ID 246, Interior Design Materials
- Additional Professional Education
EDU 350, Teaching in The Middle School.

—School Social Worker Program

Students may wish to earn the N.C. school social worker license. Program requirements for school social work

personnel follow:

1. General education program requirements to include:
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisites: EDU 234 or PSY 100)
SOC 335, Race and Ethnic Relations (3)

2. Specific requirements for Social Work major

Specified Liberal Arts Courses12

(May also count toward general education requirements)

- BIO 101, General Biology I (3)
- SOC 230, Principles of Sociology (3)
- PSY 100, General Psychology (3)
- POL 100, American Political System (3)

Social Work Courses.....37

- SWK 241, Social Work as a Profession (3)
- SWK 302, Social Policy Analysis (3)
- SWK 304, Generalist Practice with Individuals (3)
- SWK 305, Generalist Practice with Families (3)
- SWK 307, Human Behavior for Social Work Practice: Infancy Through Childhood (3)

- SWK 308, Human Behavior for Social Work Practice: Adolescence Through Aging (3)
- SWK 309, Research Principles and Statistics for Social Work Practice (3)
- SWK 311, Preparation for Social Work Field Placement (1)
- SWK 401, Social Work Practice with Organizations and Communities (3)
- SWK 402, Social Work Field Experience (In Public School Setting) (12)
- SWK 403, Field Instruction Seminar (3)

3. Professional Education.....9

- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)
- SWK 405, School Social Work (3)

—Special Subject Area Teacher Education (Grades K-12) Programs

I. Art (K-12)

- A. General education program requirements

Humanities and Fine Arts22-27

- English Composition (3-6)
- Foreign Language (6)
- Literature (6)
- A three-hour course in major British authors, and
- A three-hour course in English, American, or world literature, or

Any literature course in a foreign language
Religion (6)

A three-hour introduction to biblical literature and history and one advanced three-hour course in religion

Fine Arts (1-3)

Chosen from one or more of the following categories: dance (theory or history), music, philosophy, speech, theatre

Social and Behavioral Sciences.....12

HIS 101, The Emergence of Western Civilization (3), or

HIS 102, Modern Western Civilization

PSY 210, Developmental Psychology, or

PSY 310, Child and Adolescent Development (3)

PSY 312, The Psychology of Exceptional Individuals (3)

SOC 335, Race and Ethnic Relations (3)

Mathematics and Natural Sciences13

One laboratory course chosen from biology, chemistry, earth science, or physics (4)

One course in mathematics (3)

Electives (6)

Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics or CSC 201.

Health and Physical Education.....4-5

Must include four activity courses, or

Three activity courses and a two-hour course in health or first aid

B. The Art Core Curriculum20

ART 100, Theory and Practice of Visual Arts (2)

ART 101, Drawing I (3)

ART 105, 2-D Design (3)

ART 206, Color Theory (3)

ART 221, Art History Survey I (3)

ART 222, Art History Survey II (3)

ART 494, Senior Project (1)

C. Other Required Art Courses27

ART 201, Drawing II (3)

ART 207, Three-Dimensional (3)

ART 210, Beginning Painting (3)

ART 160, Ceramics (3)

ART 365, Sculpture (3)

ART 270, Fibers or ART 275 Metals (3)

ART 324, Topics in Modern Art History (3)

ART 350 or ART 351, Printmaking (3)

Art History elective (3)

D. Professional Education Courses.....23

ART 734, Theory and Methods of Teaching Art Pre-K-5 (3)

ART 735, Theory and Methods of Teaching
Art 6-8 (3)
ART 736, Theory and Methods of Teaching
Art 9-12 (3)
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
EDU 441, Introduction to Audio/Visual
Materials (1)
EDU 439, Observation and Directed Teaching (6)
EDU 471, Reading in the Content Areas (1)

II. Dance (K-12)

- A. All College requirements for graduation.
1. General Education requirements to include:
PSY 210 or 310, Developmental
Psychology (3)
PSY 312, Psychology of Exceptional
Individuals (3)
SOC 335, Race and Ethnic Relations (3)
2. Major study requirements
B. Dance License Requirements (K-12)

Core Courses34

DAN 150, Perspectives in Dance (1)
DAN 159, Movement Improvisation (2)
DAN 250, Movement Fundamentals (2)
DAN 255, Movement Fundamentals Lab (1)
DAN 200, Dance Appreciation (3)
DAN 256, Composition I, (3)
DAN 359, Dance History (3)
BIO 322/342, Human Anatomy and
Physiology (4)
HED 282, Prevention and Care of Movement
Injuries (2)
ESS 482, Kinesiology (3)

Dance Technique: ..Total of 10 hours to include

DAN 152, Folk and Square (1)
DAN 253/353, Modern II, III and/or IV (4)
DAN 251/351, Ballet II, III and/or IV (2)
DAN 254/354, Jazz II, III and/or IV (1)
Dance Electives Level II, III or IV (2)

Licensure Concentration Required Courses

DAN 355, Creative Arts Touring Company (2)
DAN 357, Creative Arts Touring
Company/Assistantship (1)
DAN 356, Composition II (3)
THE 246, Lighting and Sound (3)
DAN 257, Music for Dance (2)
DAN 352, Dance Repertory (2)

Professional Education24

EDU 232, Foundations of American
Education (3)
EDU 234, Education Psychology (3)

DAN 761, Theory/Methods of Teaching
Dance, K-6 (3)
DAN 762, Theory/Methods of Teaching
Dance, 7-12 (3)
DAN 763, Reflective Teaching (3)
EDU 438, Field Experience (1)
EDU 441, Introduction to Audio/Visual
Materials (1)
EDU 471, Reading in the Content Area (1)
EDU 439, Observation and Directed
Teaching (6)

III. Music (K-12)

- A. All college requirements for graduation.
B. Program Requirements for Music Education (K-12)
Also fulfills General Education requirements

Liberal Arts and Sciences.....42

English Composition (3)
Major British Writers (3)
Foreign Language (6)
(Students will be placed at the appropriate level by
the Department of Foreign Languages)
Religion (6)

A three-hour introduction to biblical literature
and history and one advanced three-hour course in
religion

History of Western Civilization, 101 or 102 (3)
Race and Ethnic Relations, Sociology 335 (3)
Psychology of the Exceptional Individual (3)
Mathematics (3)
Lab Science (select from Biology, Chemistry, Earth
Science, Physics) (4)

Health and Physical Education (select four activity
courses or two activity courses and one two-hour
course in health or first aid) (4)

Electives in Liberal Arts and Sciences (4)

Music and Professional Education83

Theory 100, 101, 202, 203 (12)
Ear Training 150, 151, 252, 253 (4)
Keyboard 140, 141, 242, 243 (4)
Music Literature 215 (2)
Music History 310, 311, 312, 313 (8)
Winds and Percussions 070 (4)
String Instruments 060 (2)
Guitar Lab 068 (1)
Instrumentation 304 (1)
Choral Arranging 308 (2)
Conducting 300, 301 (4)

Principal Applied Study (14)

Second Applied Study(ies) (3)

Students whose principal applied study is not
voice should take three hours of voice as

secondary applied or elective
 Graduation Recital 491 (1)
 Keyboard Proficiency
 Materials and Methods, Elementary 720 (2)
 Materials and Methods, Middle 721 (2)
 Materials and Methods, Secondary 722 (2)
 Educational Psychology (3)
 Foundations of American Education (3)
 Student Teaching 439 (Block) (6)
 Electives in Music, Professional Education, or
 Psychology (0-2)
 Reading, Education 344 or 471 (1-3)
 EDU 441, Introduction to Audio/Visual
 Materials (1)

- C. Instrumental Emphasis can be obtained by making the following amendments to the above program:
 MUA 060, String Instruments (3 hours)
 MUS 306, Orchestration (2) substituted for
 MUS 308, Arranging
 MUS 302, Conducting (2) substituted for
 MUS 301, Conducting
 MUS 723, Materials and Methods -
 Instrumental (2) substituted for MUS 722

IV. Physical Education (K-12)

- A. All college requirements for graduation
 1. General Education requirements include:
 PSY 210, Developmental Psychology (3) or
 PSY 310, Psychology of Children and
 Adolescents
 SOC 335, Race and Ethnic Relations (3)
 2. Physical Education Licensure Requirements
 Core Curriculum:
 HED 100, Contemporary Health Issues (2)
 HED 200, First Aid (2)
 BIO 322, Human Anatomy and
 Physiology (3)
 BIO 342, Human Anatomy and Physiology
 Lab (1) *prerequisites: BIO 101/14,
 General Biology I and Lab (4)**
 ESS 200, Foundations of Physical
 Education, Sport and Fitness (3)
 ESS 220, Principles of Strength Training
 and Conditioning (2)
 ESS 255 Lifespan Motor Development (3)
 ESS 300, Issues and Management of Sport
 and Physical Education (3)
 ESS 475, Motor Learning and Skill
 Performance (3)
 ESS 320, Assessment in Physical Education,
 Sport and Fitness (3)
 ESS 482, Kinesiology (3)

ESS 485, Exercise Physiology (3)
 ESS 487, Exercise Physiology Lab (1)
 ESS 460, Senior Seminar (2)
 Theory and Practice of Skill Acquisition (9):
 ESS 210, Selected Sports Activities (1)
 ESS 215, outdoor Leisure Activities (1)
*Seven additional Physical Education/Dance
 Activity Electives* beyond general education
 requirements —(must be taken for a grade
 and be approved by the department head or
 program coordinator including: (7)*
 from PED 110, 125, 210, 310 or
 swimming proficiency (1)
 from PED 120, 121, 122, 126 (physical
 fitness activities) (1)
 from PED 141, 241 (badminton) (1)
 from PED 146, 246, 346, 476
 (tennis)(1)
 PED 152, folk and Square Dance (1)
 from PED 161, 162, 163, 164 (select
 two different) (2)
 * All activity courses (any courses with a
 PED/DAN prefix) taken to fulfill the
 requirements for the Exercise and Sports
 Science major must be taken for a grade.

Teaching Physical Education (9)
 ESS 743, Teaching Physical Education
 in the Elementary School for the
 Physical Educator (3)
 ESS 745, Teaching Physical Education
 in the Middle and Secondary School (3)
 ESS 746, Teaching Physical Education
 for Individuals w/ Special Needs (K–12) (3)

Professional Education
 EDU 232, Foundations of American
 Education (3)
 EDU 234, Educational Psychology (3)
 EDU 438, Field Experiences (1)
 EDU 441, Introduction to Audio/
 visual (1)
 EDU 471, Reading in the Content
 Areas (1)
 EDU 439, Observation and Directed
 Teaching (6)

V. Theatre (K-12)

- A. All college requirements for graduation
 1. General Education requirements include:
 PSY 210 or 310, Developmental
 Psychology (3)
 PSY 312, Psychology of Exceptional
 Individuals (3)

SOC 335, Race and Ethnic Relations (3)

B. Theatre Licensure Requirements (K-12)

THE 114, Introduction to Theatre (3)
 COM 150, Voice & Articulation (3)
 THE 214, Creative Dramatics (3)
 THE 224, Basic Acting (3)
 THE 130, Performance Practicum (1)
 THE 137, Stage Management Practicum (1)
 COM/THE 141, Publicity Practicum (1)
 THE 245, Stagecraft (3)
 THE 246, Lighting & Sound (3)
 THE 247, Costume & Makeup (3)
 COM 330, Video Production (3)
 THE 316, 317, History (6)
 THE 320, Puppetry (3)
 THE 350, Modern Drama (3) or
 ENG 355 or 356 Shakespeare (3)
 THE 425, Directing (3)
 THE 496, Seminar in Musical Theatre (3)
 THE 490, Project: area of specialization (3)

C. Professional Studies

EDU 232, Foundations of American Education (3)
 EDU 234, Educational Psychology (3)
 EDU 467, The Secondary School (3)
 EDU 471, Reading in the Content Area (1)
 EDU 441, Introduction to Audio-Visual
 Materials (1)
 EDU 255, Literature in Elementary School (2)
 THE 735, Methods of Teaching Theatre K-12 (3)
 EDU 438, Field Experiences: Middle and
 Secondary (1)
 EDU 439, Observation and Directed Teaching (6)

VI. French, Spanish (K-12)

A. All College requirements for graduation

1. General Education requirements to include:
 PSY 210 or 310*, Developmental
 Psychology (3)
 PSY 312*, Psychology of Exceptional
 Individuals (3)
 SOC 335*, Race and Ethnic Relations (3)

2. Major study requirements

B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours chosen from those listed below are required to receive a B.A. degree in French and/ or Spanish.

—French

FRE 205, Intermediate French I, and
 FRE 206, Intermediate French II
 FRE 304, French Civilization
 FRE 305, Phonetics and Phonology
 FRE 306, Advanced Grammar, Composition
 and Linguistics
 FRE 307, Advanced Conversation
 FRE 364, Discoveries in French Literature I
 FRE 365, Discoveries in French Literature II
 FRE 350, Seminar (2 semesters)

The remaining six credit hours may be
 chosen from:

FRE 301, Business French
 FRE 308, Francophone Literature
 FRE 309, French Women Writers
 FRE 300, Life and Study Abroad (Study in a country
 of the target language is highly recommended;
 credit hours are usually counted as elective.)

—Spanish

SPA 205, Intermediate Spanish I, and
 SPA 206, Intermediate Spanish II
 SPA 303, Civilization of Spain, or:
 SPA 304, Spanish American Civilization
 SPA 305, Phonetics and Phonology
 SPA 306, Advanced Grammar, Composition and
 Linguistics
 SPA 307, Advanced Conversation
 SPA 308, Readings in Hispanic Literature
 SPA 350, Seminar (2 semesters)
 SPA 351, The Development of Poetry
 SPA 352, The Development of Theater
 SPA 353, The Development of Short Fiction
 SPA 354, The Development of Long Narrative in
 Spanish Literature
 SPA 300, Life and Study Abroad (Study in a
 country of the target language is highly rec-
 ommended; credit hours are usually counted
 as elective.)

900 level courses in French and Spanish can be
 substituted for 300 level courses. Substitutions
 for required literature courses are also possible.
 See department head for information and
 approval.

C. Professional Education Requirements

EDU 232, Foundations of American Education (3)
 EDU 234, Educational Psychology (3)
 FL 764, The Teaching of a Foreign Language in the

- Elementary, Middle, and Secondary Schools (4)
- EDU 438, Field Experience (1)
- EDU 441, Introduction to Audio/Visual Materials (1)
- EDU 466, Preadolescent, Adolescent Behavior (3)
- EDU 467, The Secondary School (3)
- EDU 471, Reading in Content Areas (1)
- EDU 439, Observation and Directed Teaching (6)
- BK 470 Clinical Internship:
Preschool/Kindergarten (3)

Title II Federal Report

I. PRAXIS Data — 1999-2000 Student Teachers
104 Meredith College student teachers attempted the PPST or CBT Exams with a 100% pass rate. North Carolina had 2781 attempts with a pass rate of 99.2%.

98 Meredith College student teachers attempted the PK/PLT Exams with a 98.0% pass rate. NC had 2317 attempts with a pass rate of 95.3%.

102 Meredith College student teachers attempted Specialty Area Exams with a 96.1% pass rate. NC had 2538 attempts with a pass rate of 81.2%.

64 Meredith College student teachers attempted the Elementary Education (K-6) Exams with a 96.9% pass rate. NC had 1420 attempts with a pass rate of 92.6%.

II. Program Information

- Number of students enrolled in teacher education during the 1999-2000 school year256
- Number of students in supervised student teaching for the same period121
- Supervising Faculty - full time in professional education8
 - part time, employed full time by Meredith College12
 - part time, not otherwise employed by Meredith College7
- Total Number of Supervising Faculty27
- Student to Faculty Ratio4
- Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- The Teacher Preparation Program at Meredith College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.
- The Teacher Preparation Program at Meredith College is not designated as low-performing.

—For Education courses, see pages 159–161.

ENGLISH

*Professor Grathwohl, **Head**; Professors English, Gilbert, Jackson, Taylor, Walton, and Webb; Associate Professors Colby and Pearce; Assistant Professors Britt, Duncan, Johnson and Miller; Writer-in-residence Newton; Adjuncts Boone, Griswold, Hogan, Melbourne, and Rosser.*

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in every student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for law and business.

— Requirements for a Major in English

Thirty-four – thirty-six hours in English, including 111, 201, 206, and 270. Also 498 or 499.

Twenty-one hours in the following areas:

- 3 in a survey course (202 or 330)
- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)
- 3 in 18th/19th Century British (340, 365, 367, or 368)

3 in 20th Century (335, 345, 350, 364, 370, or 371)

3 in a seminar (357, 359, 360, 495)

3 in a 300-level elective (any course numbered 300 or above including ENG 358)

When choosing the twenty-one hours, an English major must include one poetry course (202, 235, 357, 364, 365, 367, 368) and one American course beyond 206 (330, 359, selected 940).

No credit in English is given for 764.

— *Requirements for a Minor in English*

Eighteen hours beyond ENG 111 and 112, 9 of which must be in courses at the 300 or 400 level.

— *Requirements for a Minor in Professional Communications*

Eighteen hours, including ART 140, COM 225, ENG 358*, and one additional writing course chosen from BUS 344, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 130, 230, 245, BUS 260, 466, 467, 468, COM 330, 400, 350, 360, and CIS 120, 140 and 154. Professional Communications minors must demonstrate competence in two CIS topics. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

— *Prerequisites*

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 127. Students may elect courses through the Cooperating Raleigh Colleges.

— *For English courses, see pages 161–164.*

FOREIGN LANGUAGES AND LITERATURES

*Professor Thomas, **Head**; Professors Pitts, Reiss, and Short; Assistant Professors Concha-Chiaraviglio, Machelidon, Maldonado-DeOliveira, and Nittoli; Instructors Holland; and Lee; Adjuncts Bell, Cox, Cox, Gaffer, Khater and Kube.*

THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES OFFERS a major in French and Spanish, three years of German, two years of Italian and Latin (with some advanced work) and introductory Arabic and Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program by:

- ensuring that students at every level acquire competence in the skills of listening, speaking, reading, and writing;
- ensuring that students gain extensive and competent undergraduate knowledge of a foreign language literature as a requirement for their major;
- ensuring that students understand the targeted foreign culture and civilization, gaining a greater appreciation of those cultures and of their own culture in order to make them more tolerant world citizens;
- helping students become productive, contributing world citizens;
- assisting and advising students and graduates to seek or continue employment which involves the use of a foreign language;
- preparing licensure candidates for effective, competent classroom teaching; and
- incorporating instructional technology into classes to help students explore the target language through the use of all available technical resources.

— *Requirements for Majors in French and Spanish*

Thirty-two (32) hours of course work above the 100 level are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, and 365 for the French major. For Spanish, they must include 303 or 304; 305, 306, and 307; and four of the following: 308, 351, 352, 353, or 354. Substitution for these literature courses can be made with the approval of the department head. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. French majors must also take HIS 102. Spanish majors have the option of taking either HIS 102 or HIS 200.

* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications minor.

Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

—Requirements for Minors

French minor: Eighteen hours in French including FRE 205, 206, 304, 305, 306, and one 300 level French elective.

German minor: Eighteen hours in German including GER 205, 206, 306, 307, 366 and one 300 level German elective.

Italian minor: Eighteen hours of study above the 100 level. Some courses must be taken either at North Carolina State University or through study abroad. Nine hours must be chosen from ART 221, 222, 323, HIS 307, LAT 205, 206, or additional study, in Italy.

Spanish minor: Eighteen hours in Spanish including SPA 205, 206, 305, 306; three hours chosen from SPA 303 or 304 and three hours chosen from SPA 307 or a 300 level Spanish elective.

—Advanced Study

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 127.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

—Advanced Placement

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. *Students will not receive any credit if they place themselves on a lower level.* A placement test will be given during the summer and before the beginning of the semester for students who have had three years of Spanish, French, or German, but students with fewer or more years of language study may take it at their request. The registrar's office will award students six hours credit for courses "skipped" on the intermediate level (205/206) upon completion of two three-hour courses at the 300 level with a grade of C or better. The

student will then have earned a total of 12 credit hours in the language she studied. The foreign language requirement can never be waived except for students whose native tongue is not English.

— *For Foreign Language courses, see page 167.*

— *For French courses, see pages 168–169.*

— *For German courses, see pages 170–171*

— *For Italian courses, see page 176.*

— *For Latin courses, see pages 176–177.*

— *For Spanish courses, see pages 204–205.*

HEALTH, PHYSICAL EDUCATION, AND DANCE

Professor Chamblee, Head; Professors Campbell, Colwell-Waber and Shapiro; Associate Professors Brown and Clancy; Assistant Professors Eschbach, Hatchell, Kovell and Myers; Instructor Malley; Adjuncts, Bradford, Browning, Drury-Rohner, Griffiths, Hannah, Hartley, Huffman, Kovell, Mayberry, Oleusky, Raley and Smith.

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

— Programs Offered

The department offers programs of study leading to:

Bachelor of Arts degree with a major in Dance, Bachelor of Science degree with a major in Exercise and Sports Science.

The Bachelor of Arts degree with a major in Dance includes a 34 credit hour core curriculum and three areas of concentration: Performance and Choreography, Private Studio Teaching, and Dance Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 40 credit hour core curriculum. Majors may select the exercise and sports science general track, or from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12

teaching licensure).

The department also offers minors in dance, and exercise and sports science. Students who wish to pursue special studies or contractual majors should consult with the department head.

— *General Education Program Goals and Learning Outcomes*

The Health, Physical Education, and Dance general education program is committed to providing students with broad and varied learning opportunities to:

Develop movement competency and proficiency to lead physically active, health-enhancing lives.

Students will.....

- develop sufficient skill and technique to participate in fitness, sport and/or dance activities,
- experience physical activity as an opportunity for enjoyment, challenge, self-expression, fitness and/or social interaction,
- apply concepts and principles to enhance acquisition and performance of movement skills.

Acquire conceptual and experiential knowledge to facilitate active engagement in developing physical, social, mental, and emotional well-being.

Students will.....

- gain sufficient body knowledge to acquire new skills, to practice positive health behaviors, and utilize the physical self as a way of knowing,
- have opportunities to experience creative thought and expression through movement,
- develop behaviors that promote individual and group success in movement settings.

— *Major Program Goals: Dance Major and Exercise and Sports Science Major*

The programs of study leading to majors in Dance and majors in Exercise and Sports Science are designed to:

- promote a learning environment which is concurrently supportive and challenging,
- promote opportunities for students to gain disciplinary and interdisciplinary knowledge,
- provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences,
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating,
- provide experiences that prepare our students to pursue professional and artistic careers,

- promote lifelong learning.

— *Dance Major Learning Outcomes*

Following completion of the program of study in Dance, the student will:

- utilize exciting, challenging, and innovative learning opportunities in the technical, creative, and theoretical aspects of dance which prepare them for professional work in the field and for continued study,
- engage in the creative process of forming, performing, and producing dance,
- engage in opportunities for reflection in which they connect what they learn through dance experiences to their lives and to the world in which they live,
- experience diverse aesthetic points-of-view, modes of creation, and teaching styles through opportunities to work with guest artists,
- gain skills and knowledge in the use of technology as a tool for learning and creating,
- enhance the quality of campus and community life through the production and sponsorship of dance performances, events, and workshops.

— *Exercise and Sports Science Major Learning Outcomes*

Following completion of this program of study in Exercise and Sports Science, students will:

- demonstrate an understanding of content, knowledge current disciplinary concepts and tools of inquiry related to the development of a physically educated person,
- demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and how this knowledge relates to diverse individuals and other disciplines,
- demonstrate proficiency in varied exercise, motor, and sports skills,
- utilize opportunities (as pre-professional persons) to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications,
- utilize opportunities (as pre-service teachers) to observe, plan, teach, assess and develop curriculum experiences at elementary, middle, and secondary levels
- demonstrate continued realization of physical activity and sport as life-enriching and health enhancing,
- demonstrate continued learning, professional development, and reflective practice in the realm of exercise and sports science, and
- demonstrate an understanding of the use of technology in the field of physical education and exercise and sports science.

—General Education Activity Courses

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring or minoring in dance or exercise and sports science.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade.

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit. Students may repeat Physical Education and Dance activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head.

Pass/fail grading. (See page 62 for exception.)

Bowling and ice skating are taught by professionals at off-campus facilities.

—Requirements for a Major in Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 41 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core Curriculum (41 credit hours)

DAN 150, Perspectives in Dance	(1)
DAN 159, Movement Improvisation I.....	(2)
DAN 250, Movement Fundamentals	(2)
DAN 255, Movement Fundamentals Lab	(1)
DAN 200, Dance Appreciation	(3)
DAN 256, Composition I	(3)
DAN 257, Music for Dance.....	(2)
DAN 352, Dance Repertory.....	(2)
DAN 356, Dance Composition II.....	(3)
DAN 359, Dance History	(3)

THE 246, Lighting and Sound	(3)
Dance Technique: Total of 10 credit hours selected from the following:	
DAN 251,351, and/or 451; Ballet II, III, and/or IV	(2)
DAN 253,353, and/or 453; Modern II, III, and/or IV	(4)
DAN 254,354, and/or 454; Jazz II, III, and/or IV	(1)
DAN 152, Folk and Square Dance (For Licensure Only).....	(1)
Techniques Electives	(2-3)
HED 282, Prevention and Care of Injuries	(2)
BIO 322/342, Human Anatomy and Physiology.....	(4)
prerequisites: BIO 101/141, General Biology I and lab.....	(4)
ESS 482, Kinesiology	(3)

Performance and Choreography

The Performance and Choreography Concentration prepares the “dance artist”. The program of study provides for experiences which further train the student’s technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 41 credit hours, the student will complete 13 credit hours specified to fulfill the concentration requirements.

— Requirements for a Major in Dance with a Concentration in Performance and Choreography:

The Dance Core Curriculum	(44)
DAN 252, Participation in Choreographic Projects....	(2)
DAN 258, Mind/ Body Integration	(2)
DAN 452, Dance Practicum in Choreography.....	(1)
DAN 452, Dance Practicum in Technical Theatre.....	(1)
DAN 455, Dance Production.....	(3)
DAN 456, Meredith Dance Theatre	(4)
TOTAL hours for the major.....	(57)

Private Studio Teaching

The Private Studio Teaching Concentration prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 41 credit hours, the student will complete an additional 23 credit hours which provide experiences in performance, production, business and teaching.

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

— **Requirements for a Major in Dance with a Concentration in Private Studio Teaching:**

The Dance Core Curriculum	(44)
DAN 355, Creative Arts Touring Company.....	(2)
DAN 357, Creative Arts Touring Company Assistantship.....	(1)
DAN 452, Dance Practicum in Field Teaching in a Private Studio	(2)
DAN 455, Dance Production.....	(3)
DAN 761, Theory and Methods of Teaching, K-6.....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 ...	(3)
BUS 110, Fundamentals of Business	(3)
THE 247, Costuming and Makeup.....	(3)
COM 260, Interpersonal Communication.....	(3)
TOTAL hours for the major.....	(67)

Dance Education

The Dance Education Concentration program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue*. In addition to the core curriculum of 41 credit hours, the student will complete 33 credit hours, including 7 hours in performance and production, and 36 in professional education classes.

— **Requirements for a Major in Dance with a Concentration in Dance Education:**

The Dance Core Curriculum	(44)
DAN 355, Creative Arts Touring Company.....	(2)
DAN 357, Creative Arts Touring Company Assistantship.....	(1)
DAN 761, Theory and Methods of Teaching, K-6.....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 ...	(3)
DAN 763, Reflective Teaching.....	(3)
EDU 232, Foundations of American Education.....	(3)
EDU 234, Educational Psychology	(3)
EDU 438, Field Experience.....	(1)
EDU 441, Introduction to Audio/Visual Materials	(1)
EDU 471, Reading in the Content Area.....	(1)
EDU 439, Observation and Directed Teaching.....	(6)
PSY 210 or 310, Developmental Psych of Children and Adolescents.....	(3)
PSY 312, Psychology of Exceptional Individuals	(3)
SOC 335, Race and Ethnic Relations.....	(3)
TOTAL hours for the major.....	(79)

— **Requirements for a Major in Exercise and Sports Science**

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 34 credit hour core curriculum in exercise and sports science, and an additional 23-24 specified credit hours. Students wishing to further specialize may select from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure)

The Core Curriculum (34 credit hours)

HED 100, Contemporary Health Issues.....	(2)
HED 200, First Aid	(2)
BIO 322, Human Anatomy and Physiology.....	(3)
BIO 342, Human Anatomy and Physiology Lab	(1)
<i>pre-requisites: BIO 101/141, General Biology I and lab</i>	<i>(4)*</i>
ESS 200, Foundations of Physical Education, Sport and Fitness.....	(3)
ESS 220, Principles of Strength Training and Conditioning.....	(2)
ESS 255, Lifespan Motor Development	(3)
ESS 300, Issues and Management of Sport and Physical Education.....	(3)
ESS 320, Assessment in Physical Education, Sport and Fitness.....	(3)
ESS 475, Motor Learning and Skill Performance	(3)
ESS 482, Kinesiology	(3)
ESS 485, Exercise Physiology	(3)
ESS 487, Exercise Physiology Lab	(1)
ESS 460, Senior Seminar.....	(2)

— **Requirements for a Major in Exercise and Sports Science**

The Exercise and Sports Science major is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science.

Requirements for a Major in Exercise and Sports Science (General Track)

The Exercise and Sports Science Core Curriculum ...	(34)
HED 282, Prevention and Care of Movement Injuries	(2)

ESS 210, Selected Sports Activities.....	(1)
ESS 486, Exercise Prescription	(2)
ESS 499, Introduction to Research in Exercise and Sports Science	(3)
ESS 451 Practicum in Exercise and Sport Science	(3)
Six additional Physical Education/Dance Activity Electives* beyond general education requirements (<i>must be taken for a grade, approved by program coordinator of department head</i>).....	(6)

Select 6 hours from the following:

(to be approved by HPED department)

ESS 400, Topics in Exercise and Sports Science	(3)
ESS 746, Teaching Physical Education for Individuals with Special needs (K–12)	(3)
FN 227, Nutrition	(3)
CHE 111/141, General Chemistry I and General Chemistry Lab I.....	(3/1)
PSY 210, Developmental Psychology	(3)
<i>prerequisite: PSY 100, Introduction to Psychology</i>	
TOTAL hours for the Major in Exercise and Sports Science	(57-58)

Fitness and Sports Management

The Fitness and Sports Management Concentration provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 34-hour core curriculum in exercise and sport science, the student will complete an additional 13 hours in exercise and sports science-related courses and 18 business-related courses.

— Requirements for a Major in Exercise and Sports Science with a concentration in Fitness and Sports Management:

The Exercise and Sports Science Core Curriculum ...	(34)
<i>Exercise and Sports Science related courses (13 hours):</i>	
HED 282, Prevention and Care of Movement Injuries	(2)
ESS 486, Exercise Prescription	(2)
ESS 499, Introduction to Research in Exercise and Sports Science	(3)
ESS 450, Practicum in Fitness/Sports Management....	(3)
<u>Three</u> additional PED/DAN activity electives* beyond general education requirements, (<i>must be taken for a grade, to be approved by the department head or program coordinator</i>)	(3)

*All activity courses (any courses with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

Business related courses (18):

ACC 230, Principles of Accounting I	(3)
BUS 240, Principles of Management	(3)
BUS 260, Principles of Marketing	(3)
BUS 344, Business Communications	(3)

Select 6 hours from the following:

ECO 101, Microeconomic Principles	(3)
BUS 350, Human Resource Management	(3)
BUS 348, Organizational Behavior	(3)
BUS 340, Business Law I	(3)
BUS 361, Consumer Behavior	(3)
BUS 467, Advertising and Sales Promotion	(3)
Total hours for the major	(65)

Physical Education

The Physical Education Concentration program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue*. In addition to the core curriculum of 34 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

— Requirements for a Major in Exercise and Sports Science with a concentration in Physical Education:

The Exercise and Sports Science Core Curriculum (34)

Theory and Practice of Skill Acquisition (9):

ESS 210, Selected Sports Activities.....	(1)
ESS 215, Outdoor Leisure Activities	(1)
Seven additional Physical Education/Dance Activity Electives (7)* beyond general education requirements — (<i>must be taken for a grade and be approved by the department head or program coordinator including:</i>	
from PED 110, 125, 210, 310 or swimming proficiency.....	(1)
from PED 120, 121, 122, 126 (physical fitness activities)	(1)
from PED 141, 241 (badminton)	(1)
from PED 146, 246, 346, 476 (tennis).....	(1)
PED 152, Folk and Square Dance.....	(1)
from PED 161, 162, 163, 164 (select two <i>different</i>)	(2)

*All activity courses (any courses with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

Teaching Physical Education (9)

ESS 743, Teaching Physical Education in the Elementary	
--	--

School for the Physical Educator	(3)
ESS 745, Teaching Physical Education in the Middle and Secondary School	(3)
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12).....	(3)

Professional Education Courses (21)

PSY 210 or 310, Developmental /Psych of Children and Adolescents	(3)
SOC 335, Race and Ethnic Relations	(3)
EDU 232, Foundations.....	(3)
EDU 234, Educational Psychology	(3)
EDU 438, Field Experience.....	(1)
EDU 441, Introduction to Audiovisual	(1)
EDU 471, Reading in the Content Area.....	(1)
EDU 439, Observed and Directed Teaching.....	(6)
TOTAL hours for the major.....	(73)

— Requirements for a Minor in Dance:

Dance Technique	(8)
(Choose from two of the following categories at or above the 200 level: Ballet, Modern Dance, Jazz)	
DAN 150	(1)
DAN 159	(2)
DAN 256	(3)
DAN 359	(3)
Electives	(4)
(Choose from DAN 200, 250, 252, 255, 257, 258, 259, 352, 355, 356, 357, 452, 455, 456, 761, 762 or 940's approved by Dance faculty adviser)	
TOTAL.....	(21)

**— Requirements for a Minor in Exercise and Sports
Science:**

1. Select 14 hours from the following:

BIO 322, Human Anatomy and Physiology	(3)*
BIO 342 Human Anatomy and Physiology Lab	(1)*
ESS 200, Foundation of Physical Education, Sport & Fitness	(3)
ESS 220, Principles of Strength Training and Conditioning	(2)
ESS 255, Lifespan Motor Development	(3)
ESS 300, Issues and Mgmt of Sport and Physical Education	(3)
ESS 320, Assessment in Physical Education, Sport and Fitness	(3)
ESS 475, Motor Learning and Skill Performance	(3)
ESS 400, Topics in Exercise and Sports Science	(3)

ESS 482, Kinesiology.....	(3)*
ESS 485, Exercise Physiology.....	(3)*
ESS 487, Exercise Physiology lab.....	(1)
ESS 486, Exercise Prescription	(2)*
ESS 499, Introduction to Research in Exercise and Sports Science	(3)*
FN 227, Nutrition	(3)

The following may only be selected by those students
pursuing teacher licensure:

*(Students pursuing teacher licensure may select from any of
the above and those listed below):*

ESS 743, Teaching Physical Education in the Elementary School for the Physical Educator	(3)
ESS 745, Teaching Physical Education in the Middle and Secondary School.....	(3)
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12).....	(3)

2. Select 2 hours from the following health courses:

HED 100, Contemporary Health Issues	(2)
HED 200, First Aid	(2)
HED 282, Prevention and Care of Injuries	(2)

Select four (4) additional Physical Education/Dance
Activity Classes beyond general education requirements.

Must include one course selection *from at least four* of the
following five categories:

Team Sports, Individual Sports, Dual Sports, Fitness and
Dance *(Selections require approval by department head or
program coordinators).*

TOTAL hours for a Minor in Exercise and
Sport Science.....20 hours

—For Dance courses, see pages 154–157.

**—For Exercise and Sports Science courses, see pages
164–166.**

—For Health courses, see page 171.

—For Physical Education courses, see pages 189–192.

* Fulfills General Education Requirements.

HISTORY AND POLITICS

*Professor Novak, **Head**; Professors: Gates, Frazier, Kenan Professor: Price; Associate Professors: Happer, True-Weber; Assistant Professor: Johnson, Piazza and Vitarbo; Adjunct: Melomo.*

THE DEPARTMENT OFFERS MAJORS IN HISTORY, Public History, American Civilization, International Studies, and Political Studies.

— Goals

Through the courses and programs offered by the department every student will develop:

- a serious acceptance of the obligations of democratic citizenship,
- an informed awareness of the modern world in its many historical and political dimensions, and
- the ability to be objective and discerning about the ideas and institutions of other peoples and cultures.

In addition, our majors will develop:

- the knowledge base appropriate to the fields they have chosen,
- skills in research, analysis, and communication,
- the ability to choose and pursue meaningful careers.

The department will provide each major:

- effective individual advising on personal, academic and career concerns.

— Special Career Directions

History and Political Studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, historic sites, museums and archives, foreign service, international studies, journalism and editing, as well as numerous occupations supported by a wide knowledge of history and politics. The department also has special career tracks in vocational and professional areas.

— Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area.

— Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

— Requirements for a Major in History

A major in History consists of 31 hours, including HIS 101 and/or HIS102, HIS214 and/or HIS215, and at least one non-western course chosen from HIS200, 224, 281, 282, or appropriate special studies courses. Each student will, with approval from her advisor, choose an additional 15 hours in history courses. Major Professors: Dr. Happer, Dr. Novak, Dr. Vitarbo.

— Requirements for a Major in Public History

A major in Public History consists of at least 37 hours, with a minimum of 25 hours in history, including an internship in a public history institution. Other required courses include HIS 214, 215, 250, 300, 334, 495, 499, and 333 or 520, as well as POL 100 and 305 or 340, and ART 221 or 222. Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing. Major professor: Dr. Price.

— Requirements for a Major in American Civilization

A major in American Civilization consists of 37 hours, with a minimum of 15 hours in American history, HIS 334, 495, and 499, and a minimum of 15 hours of courses related to the American experience selected with approval from the major adviser from disciplines other than history. Students planning to teach should also elect six hours from European or Asian fields. Major professors: Dr. Happer, Dr. Blackwell-Johnson.

— Requirements for a Major in International Studies

A major in International Studies consists of 37 hours, with a minimum of 15 hours in modern international history, HIS 334, 495, and 499, and 15 hours in related fields such as business, economics, geography, foreign language, and fine arts. The major should also, if possible, include study abroad. Students must achieve a competency equivalent to that gained in at least six hours at the 200 level in one target language. Major professors: Dr. Novak, Dr. Piazza.

* Courses with prerequisites

— *Requirements for a Minor in History*

The minor for any of the majors in history consists of 18 hours: HIS 334 and 15 additional hours approved by the department head.

— *Requirements for a Minor in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

—*For History courses, see pages 171–174.*

Politics

— *Requirements for a Major in Political Studies*

A major in political studies consists of 36 credit hours, with a minimum of 18–21 hours in politics courses and 15–18 hours of related courses. All politics majors are required to take POL 100, 205, and 499, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier, True-Weber, and Piazza.

— *Requirements for a Minor in Political Studies*

The minor in political studies consists of 18 hours: POL 100 and POL 205, and, in addition, 12 hours in politics courses selected in consultation with the political studies faculty.

—*For Politics courses, see page 194.*

HUMAN ENVIRONMENTAL SCIENCES

Professor Tippet, Head; Professors Burpitt, Ellis, Goode; Associate Professors Clark, Landis and Winterhoff; Assistant Professors Crowley, Munroe, Roubanis; Adjuncts Andron, Ballard, Barish, Cook, Morrison, Poorman, Sibert and Taylor.

THE DEPARTMENT USES AN INTERDISCIPLINARY approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of lives, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Clothing and Fashion Merchandising, Family and Consumer Sciences, Foods and Nutrition, and Interior Design.

The **goals** are that students will:

- apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society,
- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major, and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools; they may complete B-K or K-6 licensure combined with a child development degree; and they may also complete a second major or minor in another department.

The Didactic Program in Dietetics at Meredith College is currently accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL, 60606-6995, (312) 899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field.

The Meredith College Dietetic Internship is a CADE accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians. The department also offers a Master of Science degree in Nutrition.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

— Requirements for a Major in Child Development

Mission:

The Child Development Program at Meredith College offers an interdisciplinary program of study that prepares students both for careers in early childhood settings and agencies serving young children and their families, as well as the pursuit of graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes complex interrelationships among the child, the family, the culture, and society. This program strives to develop in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Goals:

Upon completion of the program the students will:

1. Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division of Early Childhood in the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
2. Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's

learning utilizing developmentally appropriate techniques.

3. Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;

4. Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;

5. Advocate for children and their families based on best practices and policy;

6. Participate in professional organizations serving children and families.

The child development major focuses on the physical, social, emotional, and intellectual development of children, birth through age eight. It prepares students for working with children in a variety of settings including educational programs for young children, early intervention programs, and agencies serving children and their families. Students become eligible to teach in public school programs when B-K or K-6 licensure requirements are met. Candidates for the child development major must take 37 hours in a prescribed core and an additional 12-13 hours from a list of approved electives. Required courses are CD 234, 334, 335, 336, 340, 438, 450 (this will be waived for K-6 students), FCS 355, 490; PSY 210 or 310, 312; HED 200; SOC 330. Electives include: CD 434, 436, 440; ECO 374; FN 227; EDU 234.

— Requirements for a Minor in Child Development

Required courses are CD 234, 334, 335, 336, 340, and 438.

— Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising

Mission:

The mission of the Clothing and Fashion Merchandising program mirrors that of the college in that this program educates women to excel in the fashion industry. The program is interdisciplinary, incorporating aspects of art, psychology, sociology, business, history, philosophy, and science. It is grounded in the liberal arts which values freedom and openness in the pursuit of truth and knowledge. The goal of the Clothing and Fashion Merchandising program is to provide both a structured and experiential learning process to help students discover the concepts and challenges of today's fashion business and equip them with the necessary skills to become successful in this field.

Goals:

Upon completion of the program, students will be able to:

1. Identify different aspects of the fashion industry;
2. Synthesize knowledge gained from other disciplines and apply that to the field of fashion merchandising and/or design;
3. Demonstrate necessary skills in retail buying and management for the merchandising concentration or skills in apparel design and pattern making for the design concentration;
4. Solve problems creatively by using the experiential learning both in the classroom and within the industry, as well as through travel and internships;
5. Utilize current technology available within the fashion industry;
6. Demonstrate effective communication, research, and critical thinking skills.

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 34 hours in a prescribed core and 3 to 4 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 212, 213, 214, 315, 414, 418; FCS 490; ECO 101; and BUS 260, 467.

Concentrations

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 314 and CFM 413, BUS 240, and BUS 361. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, 417, 421; ART 101, 105, 206. Seniors may opt to take CFM 495 Senior Project instead of CFM 314 Retail Merchandising.

A minor of 21 hours is offered in either concentration of Clothing and Fashion Merchandising.

— Requirements for a Minor in Design

Required courses are CFM 115, 214, 315, 414, 415, 417, and 418.

— Requirements for a Minor in Merchandising

Required courses are CFM 212, 213, 214, 314, 413, and 418.

— Requirements for a Major in Family and Consumer Sciences

Mission:

The mission of the Family and Consumer Sciences Program is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Goals:

Upon completion of the program, students will:

1. Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
2. Promote the personal, social, and economic health of people;
3. Utilize theories and research to balance personal, home, family, and work lives;
4. Address problems in diverse family, community, and work environments;
5. Apply appropriate technology to maximize human potential;
6. Develop high standards of professional practice;
7. Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The family and consumer sciences major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the stu-

dent is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are FCS 490 and 355; FN 227; CD 335; and ECO 274; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in the department of Human Environmental Sciences (CD, CFM, FN, ID, FCS).

— Requirements for a Minor in Family and Consumer Sciences

Required courses are FN227, CD335, FCS355, and 274, one interior design elective, one clothing and fashion merchandising elective, and one elective from the Human Environmental Sciences department.

— Requirements for a Master of Science in Nutrition

Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences or the graduate school office. The program is designed for students with a baccalaureate degree in foods, nutrition, allied health or related fields who are seeking advanced study in applied human nutrition. The program is 35–36 credit hours with a thesis or non-thesis option.

— Requirements for a Major in Foods and Nutrition

Mission:

The Meredith College Foods and Nutrition Undergraduate Program prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to credentialing in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the

interrelationships among human nutrition, wellness, food and its systems.

Goals:

Upon completion of the program, students will be able to:

1. Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;
2. Communicate effectively using appropriate techniques and technology;
3. Advocate for optimal nutrition and well-being;
4. Demonstrate critical thinking skills;
5. Evaluate and interpret professional and lay literature in the field;
6. Participate in the process of research;
7. Demonstrate leadership with integrity and social responsibility.

The Foods and Nutrition major is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings including hospitals and other health-care settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Student Dietetic Association.

The following courses will meet the educational requirements for the American Dietetics Association Didactic Program in Dietetics: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; FCS 764, 490; CHE 111, 141, 112, 142, 221, 241; MAT 144; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 240; ECO 100; PSY 100; SOC 230; COM 225; and MAT 245 or PSY 200

— Requirements for a Minor in Nutrition

Required courses are FN 124, 227, 325, 426, 428 and 425.

— Requirements for a Major in Interior Design

Mission:

The mission of the Interior Design program is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and

experience that can lead to academic, professional, and personal success.

Goals:

Upon completion of the program, students will be able to:

1. Analyze clients' needs, goals, and life safety requirements by following a systematic design process;
2. Formulate design concepts and present design recommendations with appropriate media;
3. Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
4. Prepare business documents and review and evaluate design solutions;
5. Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major;
6. Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership and professional ethics.

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program is accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 248, 343, 344, 348, 443, 444, 447; CFM 418; FCS 490; ART 101, 105, 206, 207, 221 or 222; ART 248 or an art elective, three hours. Choice of six hours from the following: BUS 260, 240; ECO 100, 101, 274.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 248; ART 206, 207

Juniors: ID 245, 246, 343, 344, 348; ART 221 or 222; ART 248 or Art elective

Seniors: ID 443, 444, 447 and 448; CFM 418; FCS 490

— *Requirements for a Minor in Interior Design*

Required courses are ID 142, 144, 245, 246, 248, and CFM 418.

— *For Child Development courses, see pages 144–146.*

— *For Clothing and Fashion Merchandising courses, see pages 146–147.*

— *For Family and Consumer Sciences courses, see page 166–167.*

— *For Foods and Nutrition courses, see pages 167–168.*

— *For Interior Design courses, see pages 174–175.*

INTERDISCIPLINARY STUDIES

A DEPARTMENT OR SCHOOL MAY INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

— *For Interdisciplinary Study courses, see page 175–176.*

MATHEMATICS AND COMPUTER SCIENCE

Professor Knight, Head; Professors, Clay, Davis, Kraines and Reichard; Associate Professor Schuette; Assistant Professors Cole, Hontz, Hendrix, Koster, Director of Computer Studies, and Rosso; Instructors Creek, Computer Applications Specialist and Schlintz, Assistant Director of The Learning Center; Adjuncts Bassett, Birch, Bright, Fuller, Gregorio, Jones, Joyner, Kirk, Mooney, O'Hara, Passarella, Schiermeier, Sloan, Tomek, Watkins, Wieand, and Woodward.

— *Goals and Objectives*

THE PURPOSE OF THE DEPARTMENT OF Mathematics and Computer Science is to assist students in:

- acquiring specific skills in mathematics, computer science, and computer information systems,
- developing the ability to think logically and creatively in problem-solving situations,
- appreciating the applications of mathematics and computer studies,
- gaining self-confidence in their abilities in mathematics and computer studies,
- choosing and preparing for careers.

For majors and minors the department provides mathematical and computer preparation for:

- careers related to mathematics and computing,
- careers in business and the professions,
- careers in secondary, middle grades, and elementary teaching,
 - graduate school,
 - general living and a lifetime of learning.

Objectives of our computer-related programs and courses are for the student to obtain:

- a general knowledge of computer hardware and software,
- the ability to learn new programming languages and software packages,
- an appreciation for the power and limitations of computing,
- an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems gives the student facility with computer theory, abstraction and design. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems. Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science compe-

titions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

Competency tests are available from the department for a variety of computer information skills.

— *Requirements for Majors*

CORE CURRICULUM FOR MATHEMATICS MAJORS

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement	
MAT 211 Calculus I	(4)
MAT 212 Calculus II	(4)
MAT 220 Linear Algebra	(3)
MAT 250 Mathematical Reasoning	(2)
MAT 313 Calculus III	(3)
TOTAL	16

**BACHELOR OF ARTS —
Mathematics**

1. Core Curriculum	(16)
2. At least one course chosen from	(3)
MAT 321 Modern Abstract Algebra	
MAT 410 Advanced Calculus	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry and Topology	
3. MAT 490 Senior Seminar	(3)
4. Electives: Mathematics courses at 200 level or above	(9)
TOTAL hours required	31
Prerequisite hours:	3

**BACHELOR OF SCIENCE —
Mathematics**

1. Core Curriculum	(16)
2. MAT 410 Advanced Calculus	(3)
3. At least two courses chosen from	(6)
MAT 321 Modern Abstract Algebra	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry and Topology	
4. MAT 490 Senior Seminar	(3)
5. Electives: Mathematics courses at 200 level work or above	(9)
6. CSC 201 Computer Science I with Java	(4)

7. One of the following sequences: (8)
CHE 111-112 General Chemistry I and II, or
PHY 211-212 General Physics I and II
 8. A total of at least 12 semester hours in one of the following related areas: (4-12)
Biology; business and economics; chemistry and physics; or computer science (this includes required courses above)
- TOTAL hours required52-60
Prerequisite hours: 3

BACHELOR OF SCIENCE — Computer Information Systems

1. Computer Science Courses
CSC 201 Computer Science with Java (4)
CSC 203 Foundations of Computer Science (3)
CSC 212 Computer Science II: Advanced Programming with Java (3)
CSC/MAT 262 Discrete Mathematics (3)
CSC 301 Data Structures and Algorithms (3)
CSC 420 Computer Science Seminar (1)
TOTAL16
2. Computer Information Systems Courses
CIS/BUS 120 Spreadsheets or Competency (0-1)
CIS 140, Databases or Competency (0-1)
CIS/CSC 312 Information Systems Management (3)
CIS/CSC 315 Database Theory and Design (3)
CIS 370 Ethics and Information Technology (1)
CIS/CSC 407 Software Engineering (3)
CIS 412 Systems Analysis and Design (3)
Elective: Computer Science or Computer Information Systems courses at 200 level or above (3)
TOTAL16-18
3. Mathematics Courses
MAT 120, MAT 141, MAT 144, or competency. (0-3)
MAT 245, Statistics (3)
TOTAL3- 6
4. Business and Economics Courses
ACC 230 Accounting I (3)
ACC 231 Accounting II (3)
BUS 240 Management (3)
BUS 260 Marketing (3)
BUS 370 Corporation Finance (3)
ECO 101 Microeconomics (3)
TOTAL18
5. Cooperative Education or Internship
Minimum of 4 from

- COE 302 Cooperative Education (1-4)
COE 403 Cooperative Education (1-4)
CSC 930 Internship (1-4)

TOTAL4
TOTAL hours required57-62

BACHELOR OF SCIENCE — Computer Science

1. Computer Science Courses
CIS 140, Databases or competency (0-1)
CSC 201 Computer Science I with Java (4)
CSC 203 Foundations of Computer Science (3)
CSC 212 Computer Science II: Advanced Programming in Java (3)
CSC/ MAT 262 Discrete Mathematics (3)
CSC 301 Data Structures and Algorithms (3)
CSC 311 Computer Organization (3)
CSC/CIS 315 Database Theory and Design (3)
CSC/MAT 360 Numerical Analysis (3)
CSC/CIS 407 Software Engineering (3)
CSC 420 Computer Science Seminar (1)
CSC 430 Operating Systems (3)
Electives: any Computer Science course at 300 level or above (3)
TOTAL34-35
 2. Mathematics Courses
MAT 144 or MAT 141 and MAT 143 or competency (0-3)
MAT 211 Calculus I (4)
MAT 212 Calculus II (4)
MAT 220 Linear Algebra (3)
MAT 245 Statistics I (3)
TOTAL14-17
 3. Science Courses
PHY 211/241 General Physics I and Lab (4)
PHY 212/242 General Physics II and Lab (4)
TOTAL8
 4. Cooperative Education or Internship
Minimum of 4 from
COE 302 Cooperative Education (1-4)
COE 403 Cooperative Education (1-4)
CSC 930 Internship (1-4)
TOTAL hours required60-64
- *Requirements for Minors*
- MINOR IN MATHEMATICS19-20 hours
Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency
MAT 211 Calculus I(4)

MAT 212 Calculus II.....	(4)
MAT 220 Linear Algebra	(3)
MAT 313 Calculus III.....	(3)
Math electives numbered 200 or above	(5-6)

MINOR IN STATISTICS20 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I.....	(4)
MAT 212 Calculus II.....	(4)
MAT 245 Statistics I.....	(3)
MAT 340 Mathematical Prob. & Statistics	(3)
MAT 345 Statistics II.....	(3)
Elective in statistics.....	(3)

(Approved by the department head)

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

MINOR IN MATHEMATICS/COMPUTER

APPLICATIONS.....20 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I.....	(4)
MAT 212 Calculus II.....	(4)
MAT 245 Statistics I.....	(3)

Electives in CIS, CSC, MAT

Computer Language	(3)
Computer Elective (200 or above).....	(3)
Applied Math or Computer Elective.....	(3)

(Approved by the department head)

MINOR IN COMPUTER STUDIES.....18 hours

CSC 201 Computer Science I with Java.....	(4)
CSC 203 Foundations of Computer Science	(3)
CSC 212 Computer Science II: Adv. Java	(3)
CSC or CIS Electives	(9)

6 hours at 300-level or above

Max of 3 hours at 100-level

— *Licensure Requirements*

Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 120, MAT 144, or a calculus course.

Middle grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 144, 211, 245, 250, 334, and 764. In addition, at least three hours in computer science or computer information systems are required.

Middle grades licensure in an area other than mathematics: MAT 120, MAT 144 or MAT141 and MAT143, or any calculus course.

Secondary (9-12) licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, 340, and 764. In addition, at least three hours in computer science or computer information systems are required.

— *Mathematics Placement*

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

A student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, and MAT 211 upon completion of MAT 313 with a grade of C or higher.

— *For Mathematics courses, see pages 177–180.*

Computer Information Systems

Courses with CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

One-hour credit computer information systems (CIS) courses at the 100-level are known as “computer modules” and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis.

— *For Computer Information Systems courses, see pages 149–150.*

— *For Computer Science courses, see pages 153–154.*

MUSIC, COMMUNICATION, AND THEATRE

*Professor D. Lynch, **Head**; Professors Fogle, F. Page, Vaglio, and Williams; Associate Professors Creagh, Lyman, and C. Rodgers; Assistant Professors Dillard, Fredenburgh, Phillips, Roller, Ross and Spero; Adjuncts Atchley, Brewer, Carter, Cherry, Dunson, Dyke, Eagle, Evans, Friedli, M. Garriss, P. Garriss, Gilmore, Hanford, Hemenway, Heym, Hudson, Jolly, Jong, King, Lester, Lohr, McCormick, Mitchell, Morgan, Nelson, Pittman, Partridge, Poniro, Porterfield, Randolph, Riva-Palacio, Sparks, A. Stephenson, E. Stephenson, and Thomas; Accompanist Dupre and Vetto; Technical Supervisor and Facilities Coordinator W. Brown; Technical Assistant Davis.*

— *Mission*

THE MISSION OF THE DEPARTMENT IS TO instill a love for and an understanding of the performing and communication arts in all its constituencies: majors, general college students, and the larger community.

The study of music, communication, and theatre at Meredith has a threefold emphasis: (1) the importance of the performing and communication arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing or communication arts; (3) involvement in the artistic life of the community.

The student who chooses to major or concentrate in the arts of performance or communication will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

— *Goals and Objectives*

The objectives of the programs and courses offered by the Department of Music, Communication, and Theatre are to encourage the student to:

- develop creativity,
- develop critical thinking skills,
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body,
- pursue careers in the performing arts, arts education, business and professional settings, and churches,
- develop aesthetic understanding through evaluation of

important works of art related to music, communication, and theatre,

- gain knowledge of basic artistic and philosophical movements in history,
- gain knowledge and skills necessary to understand contributions of diverse cultures to music, communication, and theatre,
- understand the theoretical base applicable to each discipline,
- promote involvement in the artistic life of the community,
- understand and apply technology related to specific areas of music, communication, and theatre,
- understand the fundamental importance of arts education,
- accumulate the knowledge and experiences necessary to develop reflective thinking, and
- perform in public.

— *Areas of Concentration*

The department offers the following programs, arranged according to discipline:

Music

- the Bachelor of Arts with a major in music,
- the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy),
- the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including North Carolina teaching licensure, grades K-12, and
- A *Certificate in Church Music*, which may be earned in conjunction with any of the undergraduate majors in music.

Communication

- the Bachelor of Arts with a major in communication (*concentration in human communication or mass communication.*)

Theatre

- the Bachelor of Arts with a major in theatre,
- the Bachelor of Arts with a major in musical theatre, and
- North Carolina teaching licensure, grades K-12, in theatre.

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* with a major in performance and pedagogy is also offered. Information is available in the Department of Music or in the John E. Weems Graduate School offices.

MUSIC

— *Accreditation*

Meredith College is an accredited institutional member of the National Association of Schools of Music.

— *Audition and Interview: Potential Music Majors*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

— *Requirements for a Major in Music*

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses.....	32
Theory 100, 101, 202, 203	12

Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Seminar in Music Literature 494	2
Applied Music and Electives	16
Minimum in applied music	8
Graduation Recital 491	1
Electives in Music.....	7
Ensembles	8 semesters

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

Major in Performance

<i>Liberal Arts and Sciences</i>	<i>42</i>
English composition.....	3
Major British Writers	3
Foreign language	6-12
(Students will be placed at the appropriate level by the foreign languages department. Students concentrating in voice will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	

Religion.....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Sciences	6
A. History of Western Civilization (3)	
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)	
Mathematics and natural sciences	6-7
A. Mathematics (3)	
B. Natural Science (3-4)	
Select one course from the following categories: biology, chemistry, earth science, physics	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences.....	1-8

Music Courses82

1. Concentration in Keyboard, Instrument, or Composition

Theory 100, 101,202, 203.....	12
Ear-Training 150, 151,252, 253.....	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313	8
Pedagogy 220, 322 ¹	4
Conducting 300 and 301 or 302	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2
Literature of Applied Music 314 ²	2
Principal applied study	24
Secondary applied study(ies)	4
Junior Recital 390.....	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives ³	8
Ensembles	8 semesters

2. Concentration in Voice

Theory 100, 101,202,203.....	12
Ear-Training 150, 151,252, 253.....	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313	8
Pedagogy 220	2
Phonetics 256, 257, 258	3

Conducting 300, 301	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2
Literature of Applied Music 314	2
Voice.....	24
Secondary applied study(ies)	4
Junior Recital 390.....	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	7
Choral ensembles.....	8 semesters

3. Concentration in Piano Pedagogy

Theory 100, 101,202, 203.....	12
Keyboard 140, 141,242, 243	4
Ear-Training 150, 151, 252, 253.....	4
Music Literature 215	2
Conducting 300 and 301 or 302	4
Music History 310, 311,312, 313	8
Literature of Applied Music 314	2
Principal applied study (piano)	22
Secondary applied study(ies)	4
Pedagogy 220, 321,322, 423, 424, 425.....	12
Lecture-recital or workshop 391	1
Graduation Recital 490	1
Keyboard proficiency	
Electives in music	6
Ensembles	8 semesters

Major in Music Education

Liberal Arts and Sciences	42
English Composition.....	3
Major British Writers	3
Foreign Language	6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)	
Religion.....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Science.....	9
A. History of Western Civilization (3)	
B. Race and Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	
Mathematics and Natural Sciences	7
Mathematics (3)	
Natural Science (4)	
(Select from one of the following categories: biology, chemistry, earth science, physics)	
Health and Physical Education ⁴	4

¹ Composition concentration: substitute Computers and Music 506 and Instrumentation 304

² Composition concentration: substitute Choral Arranging 308

³ Composition concentration: 9 hours

(Choose four activities courses or two activities courses and a two hour course in health or first aid)
Electives in liberal arts and sciences4

Music and Professional Education82

Choral/General Emphasis

Theory 100, 101, 202, 20312
Ear-Training 150, 151, 252, 2534
Keyboard 140, 141, 242, 2434
Music Literature 2152
Music History 310, 311, 312, 3138
Woodwind Instruments 0702
Brass and Percussion Instruments 0802
String Instruments 0602
Guitar Lab 0681
Instrumentation 3041
Choral Arranging 3082
Conducting 300, 3014
Principal applied study14
Secondary applied study(ies)3

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Graduation Recital 4911
Keyboard proficiency
Ensembles7 semesters

Music and Professional Education82

Instrumental Emphasis

Theory 100, 101, 202, 20312
Ear-Training 150, 151, 252, 2534
Keyboard 140, 141, 242, 2434
Music Literature 2152
Music History 310, 311, 312, 3138
Woodwind Instruments 0702
Brass and Percussion Instruments 0802
String Instruments 0603
Guitar Lab 0681
Instrumentation 3041
Orchestration 3062
Conducting 300, 3024
Principal applied study14
Secondary applied study(ies)2
(Secondary applied must include 1 hour of voice)
Graduation Recital 4911
Keyboard proficiency
Instrumental ensembles7 semesters

Choral ensembles2 semesters

Education, Methods, and Elective Courses

Materials and Methods Elementary 7202
Materials and Methods Middle 7212
Materials and Methods Secondary 7222
(Choral/General Emphasis) or
Materials and Methods Instrumental 7232
(Instrumental Emphasis)
Educational Psychology 2343
Foundations of American Education 2323
Student Teaching 439 (Block)6
Reading (EDU 471) (Block)1
Introduction to Audio/Visual Materials
(EDU 441) (Block)1

— Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 3014
Church Music 395, 396, 3976
Internship 9344
Religion12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music18-28
Principal applied (14-24) — Complete 300 level
(Organ, voice, or piano)
Secondary applied4
At least two semesters at 100 level in two of the following (other than principal applied):
organ, piano, voice
Graduation Recital 490 or 4911
Ensembles must include the following experiences:
Choral ensembles (4 semesters)
Handbells (2 semesters)
Accompanying (6 semesters)
(Students whose principal applied is organ or piano)

— Requirements for a Minor in Music

24 hours, including the following courses: MUS 100, 101, 140, 141, 150, 151; 6 hours of courses numbered 200 and above (other than ensembles); and 10 additional hours of other approved courses in MUA or MUS (with a limit of 4 hours in ensembles).

⁴ For music education majors, one semester of Marching Band at NC State University may be substituted for one activity course in physical education.

MASTER OF MUSIC

The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School.

THE SCHOOL OF MUSIC

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and

video recording and playback equipment. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

— *Specific Requirements for Music Majors*

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each

year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

The privilege of making music with others develops musicianship, provides the opportunity to work with others under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain high quality non-collegiate ensemble experiences may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23+ student must complete a minimum of 4 semesters of participation in Meredith ensembles.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the *Handbook for Music Students*, and from faculty advisers in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisers in advising conferences, the sophomore/transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the *Handbook for Music Students*.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

<i>Semester Hours</i>	<i>Weekly Half-Hour Lessons</i>	<i>Weekly Practice Hours</i>
<i>Credit</i>		
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Piano

Associate Professor Lyman, Coordinator; Professor Fogle; Adjuncts Clyburn, Evans, Heym, Jolly, Jong, Lohr, Mitchell, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the *Piano Handbook*.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

<i>Adjunct Hudson</i>	<i>Cello</i>
<i>Adjunct Dyke</i>	<i>Double Bass</i>
<i>Adjunct Gilmore</i>	<i>Clarinet</i>
<i>Adjunct Nelson</i>	<i>Flute</i>
<i>Adjuncts E. Stephenson and Dunson</i>	<i>Guitar</i>
<i>Adjunct Shull</i>	<i>Oboe</i>
<i>Professor D. Lynch, Coordinator; Adjunct Cherry</i>	<i>Organ</i>
<i>Assistant Professor Roller</i>	<i>Percussion</i>
<i>Adjunct Gilmore</i>	<i>Saxophone</i>
<i>Assistant Professor Roller, Coordinator of Instrumental Music; Adjuncts Atchley, Friedli, M. Garriss, P. Garriss, Partridge, and Randolph</i>	<i>Violin</i>
<i>Associate Professor Williams, Coordinator; Assistant Professor Dillard; Adjuncts Carter, Farrington, Poniro, Sparks and Thomas; Accompanist Dupre</i>	<i>Voice</i>

— *For Applied Music courses, see pages 180–183.*

— *For Music courses, see pages 185–189.*

— *For Music Ensemble courses, see pages 184–185.*

COMMUNICATION

Associate Professor Creagh; Assistant Professors Ross, coordinator, and Spero; Adjuncts, Brewer, Hanford, Hemenway, McCormick, Morgan, Porterfield, and Raines.

— Communication

Communication is a field of inquiry that produces a working understanding of the presuppositions, production, performance, and interpretation of communication in its diverse forms ranging from speech to electronic media. Our guiding assumption is that the major in Communication is a form of critical activity. In it, the "everyday" objectivity of human meaning production is called into question, scrutinized, and transformed. This

work is done for a practical aim. Through our teaching, research, and service, we seek to develop and enhance the ability of students, fellow citizens, and communities to express their interests, understand themselves and others, and to contribute to the aesthetic, political, social, and cultural environments in which they live.

To foster critical awareness of communication choices, behavior, and technologies implies a significant integration of the relationship among conceiving, producing, and understanding communication messages; ethical, creative, and aesthetic perspectives in both teaching and student research; different approaches to communication across the various contexts of the field (interpersonal, group, public, and mass communication); the practical experiences of students as members of the diverse communities to which they belong.

Communication as it is expressed, taught, and studied at Meredith College must be responsive to significant needs, changes, and demands of the various constituencies served by the College.

—Requirements for a Major

Major in Communication

Candidates for the Bachelor of Arts with a major in communication must take 24 hours of core requirements and 18 hours of their chosen concentration for a total of 42 hours. The concentrations offered are Mass Communication and Human Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

The Bachelor of Arts with a major in Communication requires at least 42 hours as follows: (Required courses are listed in suggested sequential order.)

Core Courses.....	24
COM 100.....	3
COM 140, 141 or 142.....	1
COM 225.....	3
COM 260.....	3
COM 300 or COM 450.....	3
COM 325 or COM 350.....	3
COM 380.....	3
COM 410.....	2
COM 495.....	3
Mass Communication Concentration.....	18
COM 290.....	3
COM 330.....	3
COM 360.....	3
COM 930.....	3

Electives chosen from the following:.....6
 ART 140, ART 130, ART 230, ART 330, BUS 260,
 BUS 361, BUS 365, BUS 466, BUS 467, COM 150, ...
 COM 300, COM 370, COM 375, COM 400,
 ENG 240, ENG 245, ENG 247, ENG 358

Human Communication Concentration.....	18
COM 370.....	3
COM 375.....	3
COM 390.....	3
COM 930.....	3
Electives chosen from the following:.....	6
BUS 240, BUS 344, BUS 350, BUS 348, BUS 466, BUS 352, CD 335, ENG 270, COM 150, COM 270, COM 300, COM 450, COM 400, PHI 210, POL 301, POL 303, PSY 212, PSY 312, PSY 332, PSY 410, PSY 432, SOC 260, SOC 335, SOC 376	

—Requirements for a Minor in Communication

I. Required Courses.....	12
COM 100 (Introduction to Communication Studies)	
COM 225 (Public Speaking)	
COM 260 (Interpersonal Communication)	
COM 495 (Theories of Human Communication)	
II. Choice of 2 additional courses in Communication or approved electives.....	6
TOTAL hours.....	18

—For Communication courses, see pages 151–152.

THEATRE

Associate Professor C. Rodgers, Director of Theatre; Assistant Professor Phillips; Technical Supervisor Brown; Technical Assistant Davis.

—Requirements for a Major

1. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

Core.....	24
------------------	-----------

Theatre 114 (Introduction to Theatre).....	3
Theater 224 (Basic Acting).....	3
Theater 130-142 (Practica — at least three different areas)	3
Theatre 245 (Stagecraft)	3
Theatre 316, 317 (History)	6
English/Theatre 350 (Modern Drama) or English 355 or 356 (Shakespeare)	3
Theatre 490 (Project: area of specialization)	3

Additional Courses.....12

The student must select at least 12 credit hours from the following list of courses:

Communication 150 (Voice and Articulation)	3
Theatre 214 (Creative Dramatics)	3
Theatre 130-142 (Theatre Practica) (areas of study to be determined in consultation with major adviser).....	1-3
Theatre 246 (Lighting and Sound)	3
Theatre 247 (Costume and Makeup)	3
Theatre 324 (Intermediate Acting)	3
Theatre 425 (Directing)	3
Theatre 496 (Seminar in Musical Theatre).....	3
Theatre 499 (Internship)	1-3

Students majoring in theatre are expected to participate in departmental productions.

2. Major in Musical Theatre

Candidates for the Bachelor of Arts in Musical Theatre must earn 67 hours of credit, divided among music, dance, and theatre, as indicated below.

This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

Specific requirements are:

Music.....30

MUS 100, 101, 202 (Theory)	9
MUS 150, 151, 252, 253 (Ear-Training)	4
MUS 215 (Music Literature).....	2
MUS 310, 311, 312, or 313 (Music History — choose one)	2
MUA 154, 254 (Voice).....	8

(Study in voice must continue each semester throughout the program)

2 semesters of piano study: any combination of MUA 040, MUS 140, MUA 044, MUA 144.....	2
MUS/THE 496 (Seminar in Musical Theatre)	3

Dance.....9

DAN 159 (Movement Improvisation).....	2
DAN 251, 351, or 451 (Ballet II, III, or IV)	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 (Jazz II, III, or IV)	1
DAN 252 (Choreographic Projects)	1 or
DAN 355 (Creative Arts Touring Company)	1
DAN 455 (Dance Production)	3

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

Theatre.....28

THE 114 (Intro to Theatre).....	3
THE 224, 324(Acting)	6
THE 245 (Stagecraft)	3
THE 316 (Theatre History I).....	3
ENG/THE 350 (Modern Drama).....	3
COM 150 (Voice & Articulation)	3
THE 490 (Senior Project)	1
THE 499 (Internship at NCT [administrative]).....	1
THE 133 (Practicum: Lighting).....	1
THE 134 (Practicum: Sound).....	1
THE 135 (Practicum: Costuming).....	1
THE 136 (Practicum: Makeup).....	1
THE 141 (Practicum: Publicity)	1

Ensemble requirements: 8 ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines.

3. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

The goals of the curriculum are to insure:

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental

theatrical forms, and basic technical operations related to productions;

- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and
- informed assessment of quality in works of theatre.

The objectives for the curriculum are to develop theatre teachers who would help students by:

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication, and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others;
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in theatre may fulfill humanities/fine arts general education requirements.

— Requirements for a Minor in Theatre

18 hours, including THE 114 and 15 additional hours of approved courses in Theatre.

Students who wish advanced study in music, communication, or theatre should consult with the department head and arrange for it through the special studies options listed on page 129. Students may elect courses through the Cooperating Raleigh Colleges.

— For Theatre courses, see pages 207–209.

PSYCHOLOGY

*Professor Huber, **Head**; Professors Aubrecht, Heining-Boynton, and Hornak; Associate Professors Edwards and Fairbank; Assistant O'DeKirk; Adjuncts DiFranco, Gilleland and Kraft.*

THE GOAL OF THE PSYCHOLOGY DEPARTMENT is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

— Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)

Clinical (PSY 320, 324, 420, 422, 424)

Experimental (PSY 330, 332, 334, 430, 432)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

Note: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

— Requirements for a Major in Pre-Art Therapy

The Pre-Art Therapy major is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate student candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Required courses in ART (101, 105, 206, 210, 260, 734, 735, 736). 24 total hours

Required courses in PSY (100, 200, 210 or 310, 300, 312, 320, 332, 420). 25 total hours

Total hours for Pre-Art Therapy Major 49

— *Requirements for a Minor in Psychology*

18 hours in Psychology; must have a course in statistics. If the statistics course is PSY 200, these hours will count toward the 18 hours in Psychology. Other statistics courses do not count as part of the 18 hours.

— *For Psychology courses, see pages 196–198.*

RELIGION AND PHILOSOPHY

Professor Page, Head; Professor Vance; Assistant Professor Nelson; Visiting Assistant Professor Palmer; Instructor Suarez; Adjuncts A. Davidson and Rackett;

The Department offers a major in religion and minors in religion and philosophy.

THE DEPARTMENT'S PURPOSE IS TO ENCOURAGE students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and worldviews, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the Department offers general education courses with the goal of developing students' basic religious literacy. The introductory courses in religion meet this goal, through enabling students to:

- understand the differences between practitioner perspectives and academic perspectives;
- utilize the common terminology and methodologies applicable to the study of religion;
- demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion; and

- develop understanding and appreciation of one's own and others' religious beliefs and ethical perspectives.

The major and minor build on this foundation in religious literacy through educating students in the various dimensions of scholarship in the field of religious studies. Religion courses enable students to:

- utilize the various intellectual lenses employed by scholarship in the field of religious studies to think, speak and write cogently about the complexity of religious phenomena;
- critically evaluate various theories with attention to their specific cultural and historical differences;
- interpret texts sensitively and critically, recognizing the complexities of language, history, culture, and symbols within various religious traditions;
- generate research in religious studies;
- build active connections across differences, within differences, through differences;
- analyze the complex and sometimes contradictory ways in which religion and culture are connected to one another.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options.

Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

— *The General Education Requirement in Religion (see page 48) may be completed as follows:*

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— *Requirements for a Major in Religion*

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343, 344, 345)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 284, 285, 286, 289, 381, 382, 384, 385, 387)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation.

The department offers minors in religion and philosophy.

— *Requirements for a Minor in Religion*

A minimum of 18 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from at least two of the three categories listed for the major in religion (see above). At least one course in philosophy is recommended.

— *Requirements for a Minor in Philosophy*

A minimum of 18 hours in philosophy (or theory courses offered in other departments) is required. Required courses include: PHI 201, PHI 251, and PHI 252. The remaining nine hours may be selected from: PHI 205, PHI 210, PHI 286, PHI 344, PHI 345, ECO 324, PSY 420, SOC 489, or other courses approved by the department head.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 129.

Students may elect courses through the Cooperating Raleigh Colleges.

— *For Philosophy courses, see pages 192–193.*

— *For Religion courses, see pages 199–201.*

SOCIOLOGY and SOCIAL WORK

*Associate Professor Brown, **Head**; Professor Bishop, Social Work Program Director; Professors Sumner and Zingraff; Assistant Professors Denning and Maillet; Adjuncts Albers Hagewen and Melomo.*

THE DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK offers two degree programs, a Bachelor of Arts (BA) with a major in sociology, and a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into

MSW programs at the advanced standing level.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to licensure as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through Career Services.

Goals of the Department

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Sociology Program Goals and Objectives

Graduates well grounded in sociology will be able to:

- understand ways to improve interpersonal and intercultural understanding and tolerance,
- understand the role of scholarship in assessment of personal ideas and social policies,
- utilize knowledge and skills for appropriate selection and application of research methods and statistics,
- engage in critical thinking skills that distinguish individual and institutional actions and outcomes,
- engage in critical thinking skills that apply the dialectic to societal patterns of domination and subordination,
- utilize knowledge about the social foundation of rewarding and enduring communities.

Social Work Program Objectives

Graduates well grounded in foundation beginning generalist practice will be able to:

- Engage in critical thinking in the context of beginning generalist social work practice.
- Practice within the values of the social work profession and with an understanding of and respect for the positive value of diversity.
- Use personal, professional influence as a beginning

generalist practitioner with individuals, families, groups, and organizations.

- Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social economic justice.
- Understand the history of the social work profession and the current structures and issues.
- Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
- Apply knowledge of the bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to analyze the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities.)
- Analyze the impact of social policies on client systems, workers, and agencies.
- Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.
- Use communication skills effectively with a variety of clients, colleagues, and members of the community.
- Use supervision appropriate to generalist practice.
- Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

— *Prerequisites for Sociology Courses:*

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

— *Requirements for a Major or Minor in Sociology*

For a major, a minimum of 30 hours in sociology is required. Preferably by the end of the junior year, SOC 230, 374, and 375 must be completed. Preferably during the senior year, SOC 471, 472, 473, 489 and 496 must be completed. These schedule preferences favor the student's course progression and should be observed as much as possible. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

— *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101; SOC 230, 376; PSY 100; POL 100 (15 semester hours).

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 311, 401, 402, 403 (40 semester hours).

Accreditation: The BSW degree is fully accredited by the Council on Social Work Education and prepares students for beginning professional generalist social work practice.

Life and Work Experience: The program does not give credit for social work required courses for life and work experience.

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

Only social work majors who have been formally admitted to the Program may enroll in social work practice courses (SWK 304, 305, 401) and the field placement and concurrent field instruction seminar (SWK 402, 403).

— *Requirements for a Minor in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

— *Requirements for a Minor in Women's Studies*

Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 263, REL 283, ART 324, ECO 335, SOC 330, FCS 355, SOC 231, SOC 376, SOC 430) or from approved special studies courses. The internship and any other special studies or equivalent courses must be selected in consultation with the Chairperson of the Women's Studies Advisory Committee.

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or on appropriate faculty member to arrange for a special studies option.

Students may elect courses through the Cooperating Raleigh Colleges.

— *For Sociology courses, see pages 201–204.*

— *For Social Work courses, see pages 205–207.*



COURSES OF STUDY

Please Note: Numbers in parentheses after course title refer to semester hours credit. Example (3.00 cr.)

Courses are listed in alphabetical order by subject. Subject codes are:

ACC – Accounting	COE – Cooperative Education	FN – Foods & Nutrition	MUE – Music Ensembles
ART – Art		FRE – French	MUS – Music
BIO – Biology	COM –Communication	GEO – Geography	PED – Physical Education
BK – Birth-Kindergarten Licensure	CPS – Career Planning	GER – German	PHI – Philosophy
BUS – Business	CSC – Computer Science	HED – Health	PHY – Physics
CAP – Capstone	DAN – Dance	HIS – History	POL – Political Studies
CD – Child Development	ECO – Economics	ID – Interior Design	PSY – Psychology
CFM – Clothing & Fashion Merchandising	EDU – Education	IDS – Interdisciplinary Studies	REL – Religion
CHE – Chemistry	ENG – English	ITA – Italian	SCI – Science
CHI – Chinese	ESS – Exercise & Sports Science	LAT – Latin	SOC – Sociology
CIS – Computer Information Systems	FCS – Family & Consumer Science	LEG – Legal Studies	SPA – Spanish
	FL – Foreign Language	MAT – Mathematics	SWK – Social Work
		MUA –Applied Music	THE – Theatre

- With the exception of some applied music (MUA) classes, developmental/remedial courses are numbered lower than 100 and are taught for pass/fail grading. These courses are not included in a student's hours earned toward graduation and are not included in her overall or Meredith average. Developmental/remedial courses do count in a student's semester load, but are not included in hours counted for Dean's List.
- Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; courses open to graduate students and by permission to undergraduate students in the 500s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN each department or school in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance

and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

SPECIAL STUDIES COURSES ARE GOVERNED BY THE FOLLOWING PROCEDURES:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department or school in which credit is given.
3. Each course must have the approval of the vice president for academic affairs.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the

schedule of courses offered, and enrollment is through the usual procedures.

6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P/F options.

ACCOUNTING

ACC-230 Principles of Accounting I (3.00 cr.) (Fall and Spring, Course Offered Every Year)

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

ACC-231 Principles of Accounting II (3.00 cr.) (Fall and Spring, Course Offered Every Year)

The application of accounting principles to partnerships and corporations; analysis of financial reports and statements, and preparation of cash flow statements.

Prerequisites: take ACC-230.

ACC-330 Intermediate Accounting I (3.00 cr.) (Fall, Course Offered Every Year)

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate-, and long-term obligations; and investments.

Prerequisites: take ACC-231; minimum grade C.

ACC-331 Intermediate Accounting II (3.00 cr.) (Spring, Course Offered Every Year)

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholder's equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed.

Prerequisites: take ACC-330; minimum grade C.

ACC-332 Managerial Accounting (3.00 cr.) (Fall and Spring, Course Offered Every Year)

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities.

Prerequisites: take ACC-231.

ACC-333 Cost Accounting (3.00 cr.) (Spring, Course Offered Every Year)

The analysis of cost factors and their relationship to production, emphasizing cost procedures and information systems; standard costs and variance analysis. (ACC-332 is strongly recommended.) Prerequisites: take 1 group (take ACC-231 ACC-332 /take ACC-231 ACC-330).

ACC-336 Federal Taxation —Individuals (3.00 cr.) (Fall, Course Offered Every Year)

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisites: take ACC-231.

ACC-337 Fed Tax - Corp & Partnerships (3.00 cr.) (Spring, Course Offered Every Year)

A comprehensive interpretation, analysis and application of the federal tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Prerequisites: take ACC-336.

ACC-436 Selected Topics in Accounting (3.00 cr.) (Fall, Course Offered Every Year)

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation, plans, deferred income taxes, leases, statement of cash flows foreign currency transactions and translation, and partnerships; will include discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisites: take 1 group (take ACC-331 CIS-120 /take ACC-331 BUS-120).

ACC-437 Advanced Accounting (3.00 cr.) (Fall, Course Offered Every Year)

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities, and voluntary health and welfare organizations. Prerequisites: take 1 group (take ACC-331 BUS-120 /take ACC-331 CIS-120).

ACC-438 Auditing (3.00 cr.)
(Spring, Course Offered Every Year)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisites: take ACC-331.

ACC-440 Legal Envir. of Accounting (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

ACC-498 Honors Thesis in Accounting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Business (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

ART

ART-100 Theory & Prac. of Visual Arts (2.00 cr.)
(Fall, Course Offered Every Year)

Concepts and theories inherent in the visual arts are introduced and discussed with practical application through writing and oral studio projects. Careers are discussed by professional artists and designers in their work spaces. Studio fee assessed.

ART-101 Drawing I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed.

ART-103 Computer Drawing (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the computer as an artistic tool for painting, drawing and design. This course will introduce the student to the computer as a means of visual expression. Students will learn to draw, paint, and design on the computer using Photoshop. Some computer experience is encouraged for this course. Pass/Fail grading only.

ART-104 Oak Leaves (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

As apprentices on the staff of Meredith's yearbook, "Oak Leaves," students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. Among the areas included will be layout design, photography, computer graphics, editing, selling ads, fund raising, and writing copy. Pass/Fail grading only. May be repeated for credit. Additional time required.

ART-105 Two-Dimensional Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed.

ART-130 Photography I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed.

ART-140 Intro to Graphic Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to

put concepts into practice. Six studio hours per week. Studio fee assessed.

ART-142 Hist of Arch. Interior & Furn. (3.00 cr.)
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID-142.

ART-144 Interior Design I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Prerequisites: take ART-101. Corequisite courses: ART-101.

ART-160 Ceramics I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week. Studio fee assessed.

ART-201 Drawing II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101.

ART-206 Color Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101 ART-105.

ART-207 Three-Dimensional Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. May be repeated once for credit to explore additional media techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101 ART-105.

ART-210 Painting I (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to basic painting techniques and media. Oil and water-based media are usually offered in alternating years. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-206.

ART-220 Topics in Non-Western Art (3.00 cr.)
(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

ART-221 Srv. W. Art-Ancient, Early Ren (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Srv. W. Art:High Ren-Modern (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Prerequisites: take ART-130.

ART-244 Fundamental Concepts of Art (1.00 cr.)(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through

experimentation with art materials appropriate for us at different ages.

ART-245 Typography and Layout (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101 ART-105 ART-140. Corequisite courses: ART-246.

ART-246 Typography Lab (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

The typography lab meets for a total of 6 hours and is an integral and necessary component of ART-245, Typography. The lab involves intensive hands-on computer technical training in the graphical design software programs used in professional practice. In addition to implementing the programs to complete the conceptual assignments in Typography, the lab provides the environment for the inevitable troubleshooting and technical problems the students will encounter in their professional life. The lab is an opportunity for students to put into practice the concepts delineated in ART-245, Typography. Corequisite courses: ART-245.

ART-248 Illustration I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-206 or ID-243.

ART-260 Ceramics II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-160.

ART-270 Fibers (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. The course also includes study of contemporary and historical textiles from around the world. May be repeated

for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-206.

ART-275 Metals and Jewelry (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to traditional metal and jewelry techniques. With an emphasis on design and research, students will learn the use of tools and equipment to create jewelry and small-scale objects. The course will enable students to develop skills such as design layout and facility with a variety of precious and non-precious materials through the creation of one-of-a-kind pieces. Techniques may include: sawing, fabrication, casting, enameling, and surface embellishment. This course may be repeated for credit. Repeat students will be encouraged to develop more complex work and research. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-105.

ART-301 Life Drawing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. May be taken without prerequisite courses with instructor's consent. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101.

ART-310 Painting II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Prerequisites: take ART-210.

ART-315 History of Costume (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as CFM-315.

ART-323 Topics in Art History (3.00 cr.)
(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May

be taken without prerequisite courses with instructor's consent. Prerequisites: take ART-221(200) or ART-222(202).

ART-324 Topics in Modern Art History (3.00 cr.)
(Fall, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: take ART-221(200) or ART-222(202).

ART-330 Photographic Tech. & Processes (3.00 cr.)
(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-130.

ART-342 Digital Imaging I (3.00 cr.)
(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-206 ART-245 ART-246.

ART-348 Illustration II (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART-248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: take ART-248.

ART-350 Printmaking I (3.00 cr.)
(Spring, Course Offered Every Year)

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Six studio hours per week. Prerequisites: take ART-206.

ART-351 Printmaking II (3.00 cr.)
(Varies-Contact Dept. Head)

Editions produced by incorporating intaglio and/or relief multi-plate techniques. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: take ART-101 ART-201 ART-350.

ART-365 Sculpture (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to sculptural concepts through modeling, carving, casting, and assembling media. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: take ART-207.

ART-394 Graphic Design Studio (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular project, organizer of special activities [e.g. field trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-245 ART-246.

ART-404 Book Design (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, "Oak Leaves." Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. May be repeated for credit. ART-394 is a prerequisite or a corequisite.

ART-415 Draping (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor.

Also offered as CFM-415. Prerequisites: # take CFM-115 # take CFM-417 or ART-417.

ART-417 Apparel Design (3.00 cr.)
(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as CFM-417. Prerequisites: take CFM-115.

ART-493 Senior Seminar (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

All senior Studio Art majors must complete this course prior to taking senior project [ART-494]. Students will review and assess strengths in their work and identify areas for additional research for their senior project. Seminar topics focus on the profession of art. Studio fee assessed. Additional time to be arranged.

ART-494 Senior Project (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

All art majors should register for this course in the last semester of the senior year. Studio and Art Education students will prepare and hang an exhibition of their work [1 credit]. Graphic Design students will prepare a portfolio of their work and their credits can vary with the number of formats selected for their portfolio [2-3 credits]. Art History students will write a research paper [3 credits]. Credits for Art History students may be divided between the last two semesters to equal 3 credits, or be completed in one semester. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Studio fee assessed to all students except art history majors.

ART-495 Portfolio Photography (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the copy stand, lighting, tungsten-balanced film, metering with a gray card, film exposure, depth-of-field, slide masking, and slide labels. Studio time will be scheduled during class for students to photograph their artwork. Students should complete the course with excellent skills for photographing all types of artwork, as well as a completed slide portfolio. Studio fee assessed.

ART-734 Theory & Methods Art Pre-K-5 (3.00 cr.)
(Every Third Semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-735, ART-736. Studio fee assessed. Prerequisites: take ART-221(1081) or ART-222(1082).

ART-735 T & M Art in Middle Sch 6-8 (3.00 cr.)
(Every Third Semester)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and extensive early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this class. Studio fee assessed. Offered in rotation with ART-734, ART-736. Prerequisites: take ART-221(1081) or ART-222(1082).

ART-736 T & M Art in High Sch 9-12 (3.00 cr.)
(Every Third Semester)

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Unit development and computer competencies are among topics covered. Twelve hours of studio art must be completed before registering for this class. Offered in rotation with ART-734, ART-735. Studio fee assessed. Prerequisites: take ART-221(1081) or ART-222(1082).

ART-744 Art in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Integration of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. Studio fee assessed. Prerequisites: take 1 group (take IDS-100 /take ART-221(200) /take ART-222(202)).

BIOLOGY

BIO-101 General Biology I (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization. Three lectures per week. Corequisite courses: BIO-141.

BIO-102 General Biology II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Three lectures per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-142.

BIO-141 General Biology I Laboratory (1.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Laboratory exercises designed to illustrate the principles considered in BIO-101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite courses: BIO-101.

BIO-142 General Biology II Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO-102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Meets two hours per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-102.

BIO-211 Plant Biology (3.00 cr.)
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-241.

BIO-222 Invertebrate Zoology (2.00 cr.)
(Spring, Course Offered Every Year)

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity and

continuity. The ecological and economic importance of invertebrates is emphasized. Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-242.

BIO-234 Principles of Ecology (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-244.

BIO-241 Plant Biology Laboratory (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-211.

BIO-242 Invertebrate Zoology Lab (2.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Three laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-222.

BIO-244 Principles of Ecology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-234.

BIO-251 Cell Biology (3.00 cr.)
(Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology

and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescence, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: take BIO-101 BIO-141 CHE-111 CHE-141. Corequisite courses: CHE-112, CHE-142.

BIO-252 Human Genetics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-254 Evolution-Biological Systems (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. May be taken without prerequisite courses with instructor consent. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-256 Techniques in Microscopy (1.00 cr.)
(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-258 Techniques in Tissue Culture (1.00 cr.)
(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and

fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-299 Research Development (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Research Development is a research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: take BIO-101 BIO-141.

BIO-311 Histology (3.00 cr.)
(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The micro-anatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. BIO-321 and 345 are recommended prerequisites. Three lecture-laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-314 Parasitology (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. BIO-222 and BIO-242 are recommended prerequisites. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-321 Comparative Vertebrate Anat. (2.00 cr.)
(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance.

Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology (3.00 cr.)
(Fall, Course Offered Every Year)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: BIO-343.

BIO-325 Environmental Science (4.00 cr.)
(Fall, Odd-Numbered Years Only)

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Three class hours and three laboratory hours per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142.

BIO-334 Microbiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: # take BIO-101 BIO-141 # take BIO-102 BIO-142 or BIO-251 # take CHE-111 CHE-112 CHE-221. Corequisite courses: BIO-344.

BIO-342 Human Anat. and Physiol. Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab (1.00 cr.)
(Fall, Course Offered Every Year)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: # take BIO-101 BIO-141 # take BIO-102 BIO-142 or BIO-251 # take CHE-111 CHE-112 CHE-221. Corequisite courses: BIO-334.

BIO-345 Comp. Vertebrate Anat. Lab (2.00 cr.)
(Fall, Course Offered Every Year)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-321.

BIO-352 Symbiology (3.00 cr.)
(Fall, Course Offered Every Year)

The study of symbiosis [living together] between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-356 Biotechnology (4.00 cr.)
(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues.

Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142.

BIO-358 Aquatic Field Studies (2.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142 MAT-245.

BIO-359 Terrestrial Field Studies (2.00 cr.)
(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142 MAT-245.

BIO-431 Genetics (3.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141.

BIO-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141. Corequisite courses: BIO-436.

BIO-461 Genetics Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is a recommended prerequisite. Three laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete two semesters of BIO-499 for a total of six hours.

BIRTH–KINDERGARTEN**BK-337 Observation of Young Children** (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: # take PSY-210 or PSY-310 # take CD-234 CD-334.

BK-341 Variations in Early Develop. (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Prerequisites: # take PSY-210 or PSY-310 # take PSY-312 CD-234 CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum (1.00 cr.)
(Spring, Course Offered Every Year)

Placements in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Prerequisites: # take PSY-210 or PSY-310 # take PSY-312 CD-234 CD-334. Corequisite courses: CD-340, BK-341.

BK-445 Adv. Curriculum Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Prerequisites: # take CD-

234 CD-334 CD-336 CD-340 CD-434 # take BK-337 BK-341 BK-342.

BK-460 Clin. Intern.: Infant/Toddler (3.00 cr.)
(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Fee: \$100. Instructor's consent required. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 # take BK-337 BK-341 BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration (3.00 cr.)
(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multidisciplinary and trans-disciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 CD-438 # take BK-341 BK-342 BK-337. Corequisite courses: BK-460.

BK-469 Field Experience (1.00 cr.)
(Spring, Course Offered Every Year)

This course provides the student with an opportunity to observe and work with a cooperating teacher for 12 hours a week for 5 to 6 weeks. The student will develop relationships with the children and teachers where she will do her student teaching. The student will become familiar with the philosophy, routines, and strategies used in the classroom. She will become familiar with school policies, resources, and personnel in preparation for her student teaching. The seminar, consisting of regular group meetings during the 5 to 6 week block period, will focus on effective teaching in North Carolina and professionalism. Corequisite courses: EDU-439, BK-445, CD-436.

BUSINESS**BUS-110 Fundamentals of Business** (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of business, introducing major operations of a firm, including marketing, production, finance, and

human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department. [Not open to junior and senior majors in the School of Business.]

BUS-120 Spreadsheets (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as CIS-120. Pass/fail grading only.

BUS-240 Principles of Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-260 Principles of Marketing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-310 International Business (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240 BUS-260 ECO-100.

BUS-340 Business Law I (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

BUS-344 Business Communications (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Preparation, composition, and analysis of formal busi-

ness reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

BUS-345 Quantitative Methods (3.00 cr.)
(Varies-Contact Dept. Head)

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: take BUS-240 MAT-245.

BUS-348 Organizational Behavior (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: take BUS-240.

BUS-350 Human Resource Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisites: take BUS-240.

BUS-352 Training and Development (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisites: take BUS-350.

BUS-361 Consumer Behavior (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisites: take BUS-260.

BUS-365 Marketing Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: take BUS-260 MAT-245.

BUS-369 International Marketing (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisites: take BUS-260.

BUS-370 Corporation Finance (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: take 1 group (take ACC-231 ECO-101 MAT-245 BUS-120 /take ACC-231 ECO-101 MAT-245 CIS-120).

BUS-452 Compensation and Benefits (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisites: take BUS-350.

BUS-456 Industrial Relations (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisites: take BUS-240.

BUS-458 Employment Law (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the principles of employment law including the employer-employee relationship, selection of employ-

ees, the Civil Rights Act, affirmative action, discrimination, and government regulations of the workplace.

BUS-466 Sales Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling to organizational customers and to the ultimate consumer, and the management of the sales functions. Students will be required to make several presentations. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240, BUS-260.

BUS-467 Advertising & Sales Promotion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240 BUS-260.

BUS-468 Marketing Mgmt. and Planning (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240 BUS-260.

BUS-472 Intermediate Financial Mgmt (3.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisites: take BUS-370.

BUS-474 Invest. Analy. & Portfolio Mgt (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisites: take BUS-370.

BUS-480 Business Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors with a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-481 Human Resource Mgmt. Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors with a concentration in Human Resource Management and a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-495 Business Policy (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major.
Prerequisites: # take ACC-330 ACC-332 or ECO-300(1175) # take BUS-240 # take BUS-120 or CIS-120.

BUS-498 Honors Thesis in Business (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to

business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

BUS-764 Teaching of Business (3.00 cr.)
(Fall, If Sufficient Demand)

Methods and materials for teaching business subjects in the secondary schools; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation.

CAPSTONE

CAP-400 Human Horizons: Past & Future (3.00 cr.)
(Varies-Contact Prog. Director)

A historical view of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

CAP-401 Living Revolution (3.00 cr.)
(Varies-Contact Prog. Director)

This course examines revolutionary developments that have transformed past human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

CAP-404 Humanity and Conflict (3.00 cr.)
(Varies-Contact Prog. Director)

This Capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies — both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of

nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

CAP-405 Coming of Age in the Milky Way (3.00 cr.)
(Varies-Contact Prog. Director)

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious and consistent. And yes—we will look through telescopes!

CAP-406 The Myths We Live by (3.00 cr.)
(Varies-Contact Prog. Director)

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students to identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change.

CAP-407 Awareness and Discovery (3.00 cr.)
(Varies-Contact Prog. Director)

The United States is a pluralistic society that is experiencing considerable tension as its population grows more aware of its cultural diversity. This course is designed to examine the dynamics of the cultural encounter, that is, what happens when two cultures or individuals meet and define each other. We will explore the meaning of this

discovery of “the other” as a process of self-definition. We will uncover the assumptions drawn from our own limited knowledge base and the beliefs based on our own religious training, science education, and cultural conditioning. We will consider how these assumptions and beliefs, often latent, shape who we are as individuals and define the ways that we interpret and impose meaning on the world. Our intent is that students and faculty appreciate individuality, indeed recognize this as one of our society’s traditional strengths. The quest for such a perspective on human interaction involves not only awareness of it but also a commitment to it as an ongoing process. The action component of the course will require students to translate their growing cultural awareness and commitment into the solution of a relevant cultural problem.

CAP-408 The Restless Tide (3.00 cr.)
(Varies-Contact Prog. Director)

A “tidal wave” of viral and microbial diseases is predicted to be one of the major threats to the continued survival and health of humans. An examination of emerging diseases will provide a context within which the skills common to all Capstone courses will be developed. This course will examine the past, present and future biological and social aspects of the origin, spread, and effects of infectious diseases. It is designed to assist students in using critical thinking skills to develop a broad-based understanding of issues which will enable them to make informed and effective decisions at both a personal and community level. The action component of the course will provide students with an opportunity to apply their understanding to analyzing social issues and needs, proposing solutions, and conducting community projects which result in changes.

CHILD DEVELOPMENT

CD-234 The Preschool Child (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Three hours of lecture and three hours of laboratory each week.

CD-334 Infant Development (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the development of children from birth to age two, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture

and three hours laboratory each week. Prerequisites: take CD-234.

CD-335 Marriage/Family Relationships (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

CD-336 Preschool Curriculum (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Course fee assessed. Prerequisites: take CD-234 CD-340.

CD-340 Young Children's Learning Env. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B-K licensure. Prerequisites: take CD-234 CD-334.

CD-434 Infant Curriculum (3.00-4.00 cr.)
(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Course fee assessed. Prerequisites: take CD-234 CD-334.

CD-436 Admin. of Prog. Young Children (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory

in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: take CD-234.

CD-438 Support & Strength Families (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: take CD-234 CD-334.

CD-440 Rdgs Presch Educ & Early Inter (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U.S. A special focus will be on examining theoretically-based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Prerequisites: take CD-234 CD-334 CD-340.

CD-450 Adv. Practicum & Seminar (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 150 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Course fee assessed. Instructor's consent required. Prerequisites: take CD-234 CD-334 CD-340 CD-336.

CD-498 Honors Thesis in Child Dev. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CLOTHING AND FASHION MERCHANDISING

CFM-115 Prin. of Clothing Construction (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

CFM-212 Visual Merchandising (3.00 cr.)
(Fall, Course Offered Every Year)

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

CFM-213 Clothing and Society (3.00 cr.)
(Spring, Course Offered Every Year)

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

CFM-214 Apparel Merchandising (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

CFM-314 Retail Merchandising (4.00 cr.)
(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and mer-

chandising mathematics. Includes laboratory application of retail functions.

CFM-315 History of Costume (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

CFM-316 Tailoring (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: take CFM-115.

CFM-413 Special Problems in Retailing (2.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisites: take CFM-314.

CFM-414 Apparel Design Development (2.00 cr.)
(Spring, Course Offered Every Year)

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting market identification, selecting fabric and trimmings in relation to price determination, developing operation sheets, and budgeting seasonal collections. Prerequisites: take CFM-115 CFM-214.

CFM-415 Draping (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Prerequisites: # take CFM-115 # take CFM-417 or ART-417.

CFM-417 Apparel Design (3.00 cr.)
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-417. Prerequisites: take CFM-115.

CFM-418 Textiles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

CFM-421 CAD Apparel Design (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience.

Prerequisites: take CFM-115 CFM-417.

CFM-495 Senior Project (3.00 cr.)
(Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least ten complete, original outfit designs.

CFM-498 Honors Thesis in CFM (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CHEMISTRY

CHE-100 Chemistry and Society (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society.

CHE-111 General Chemistry I (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Corequisite courses: CHE-141.

CHE-112 General Chemistry II (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: take CHE-111 CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory (1.00 cr.)
(Fall and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-111. Three laboratory hours per week. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab (1.00 cr.)
(Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: take CHE-111 CHE-141. Corequisite courses: CHE-112.

CHE-221 Organic Chemistry I (3.00 cr.)
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: take CHE-221 CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite courses: CHE-222.

CHE-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours. Corequisite courses: SCI-299.

CHE-350 Quantitative Analytical Chem. (4.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Prerequisites: take CHE-112.

CHE-415 Special Topics in Chemistry (1.00-3.00 cr.)
(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chem Thermodynamics & Kinetics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: take CHE-112 PHY-212 MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week. Prerequisites: take CHE-112 PHY-212 MAT-211.

CHE-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including

metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141.

CHE-441 Experimental Physical Chem I (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chem II (1.00 cr.)
(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week.

Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141. Corequisite courses: CHE-436.

CHE-474 Inorganic & Bioinorganic Chem. (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: take CHE-221 CHE-241.

CHE-490 Seminar (1.00-2.00 cr.)
(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading only.

CHE-498 Honors Thesis in Chemistry (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal

form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty. Prerequisites: take CHE-222.

CHE-499 Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or corequisite to this course. Prerequisites: take CHE-222.

CHINESE

CHI-100 Intro to Chinese Language (3.00 cr.)
(Spring, Course Offered Every Year)

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker who is an expert in teaching foreign languages. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language requirement.

COMPUTER INFORMATION SYSTEMS

CIS-120 Spreadsheets (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as BUS-120. Pass/fail grading only.

CIS-121 Spreadsheets II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Pass/fail grading only. Prerequisite: CIS/BUS-120 or competency in spreadsheets.

CIS-140 Databases (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access. Pass/Fail grading only.

CIS-154 Creating Pages for the WWW (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students learn how to create their own web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics. Pass/Fail grading only.

CIS-156 Web Site Design & Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, Javascript, XML, file management, file transfer protocol and web site evaluation.

CIS-160 SAS Programming (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course in programming in the high-level programming language of SAS which is used extensively in business, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CIS-240 Visual Basic (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is

intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: take CSC-201.

CIS-299 CIS Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

CIS-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CSC-312. Prerequisites: take 3 credits; from Subjects CIS CSC.

CIS-315 Database Theory and Design (3.00 cr.)
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC-315. Prerequisites: take CSC-301.

CIS-370 Ethics and Info. Technology (1.00 cr.)
(Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisites: take 5 credits; from Subjects CIS CSC.

CIS-407 Software Engineering (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CSC-407. Prerequisites: take CSC-301.

CIS-412 Systems Analysis and Design (3.00 cr.)
(Fall, Even-Numbered Years Only)

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisites: take CIS-312 or CSC-312.

CIS-498 Honors Thesis in Comp Info Sys (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CIS-499 Senior Thesis (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

COOPERATIVE EDUCATION

COE-302 Cooperative Education (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.000 in order to enroll. The number of hours credit is determined by the number of hours worked. The signature of the Director of Cooperative Education is required prior to enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required.

COE-403 Cooperative Education (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. Prerequisites: take COE-302.

COMMUNICATION

COM-100 Intro to Communication Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will include an introduction to each of the fields of communication. These include, but are not limited to: human communication [such as interpersonal and group], performance communication [such as public speaking and oral interpretation], and mass communication [such as advertising and public relations, TV, and print].

COM-140 House Management (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical experience through production of performance work. Students will choose 1 hour from 3 choices to fulfill the 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets.

COM-141 Publicity (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
See COM-140.

COM-142 Box Office (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
See COM-140.

COM-150 Voice and Articulation (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

COM-225 Public Speaking (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-260 Interpersonal Communication (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity of communication skills by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-270 American Sign Language (2.00 cr.)
(Fall, Odd-Numbered Years Only)

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. May be taken without prerequisite courses with instructor's consent. Prerequisites: take COM-150.

COM-290 Intro to Mass Communication (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to the field of mass communication [the study of one message, mediated electronically through television, radio, the internet, and print media, and delivered to many]. Includes historical foundations, theoretical foundations, and career opportunities in print, broadcasting, advertising, public relations, and new technologies.

COM-300 Small Group Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including: stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM-325 Oral Interp. of Literature (3.00 cr.)
(Fall, Course Offered Every Year)

An approach to the study of literature that uses performance as its primary "way of knowing." Students will apply various theories of interpersonal communication to the analysis of literary texts. This will lead to performances in each of the genres studied. Genres include prose fiction, poetry, and Shakespearean drama. Concepts include the implied author, personae, reliable and unreliable narrators, kinesthetics of poetic texts, and speech acts that can best be communicated through performances. This course does not satisfy the general education litera-

ture elective requirement. Prerequisites: take ENG-201 or COM-225.

COM-330 Video Production (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A detailed study of studio and remote broadcast productions. The course concentrates on camera techniques and basic editing concepts for the creation of video messages.

COM-350 Business & Prof. Communication (3.00 cr.)
(Spring, Course Offered Every Year)

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisites: take COM-225.

COM-360 Writing for the Media (3.00 cr.)
(Spring, Course Offered Every Year)

Theory and practice of writing for radio, television, and film. Students create scripts, treatments, and storyboards. Areas of study include news, documentary, instructional, corporate, promotional, and dramatic approaches to scriptwriting.

COM-370 Nonverbal Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-380 Communication Law and Ethics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course introduces students to the laws and ethics of public communication. Includes a review of First Amendment cases that have dealt specifically with communication professions. Congruent with an introduction to legal issues, students engage in a review of ethical theories as related to communication and ethical problem solving.

COM-390 Intercultural Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Pattern and problems of verbal and nonverbal forms of cross-cultural communication. Avoidance and management of cultural conflict arising from awareness of characteristics and cross-cultural communication. Impact on communication of differing cultural perspectives.

COM-400 Special Topics in Communic. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Seminars will investigate a specific topic from a communication perspective. Addresses the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, human communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

COM-450 Relational Communication (3.00 cr.)
(Spring, Course Offered Every Year)

An advanced course focusing on theory of family, romantic, and friendship relationships exploring the developmental, maintaining and deterioration stages. Emphasis on verbal, nonverbal, listening, and conflict resolution. Prerequisites: take COM-260.

COM-495 Theories of Human Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. Prerequisites: take COM-225 COM-260.

CAREER PLANNING

CPS-101 Career Planning for Fr and So (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This half-semester course offers first-and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, interview strategies, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Jr and Sr (1.00 cr.)
(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

COMPUTER SCIENCE

CSC-201 Computer Science I with Java (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document programs using techniques of good programming style. Counts as an elective in the mathematics and natural science category of the general education requirements. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-203 Foundations of Computer Sci. (3.00 cr.)
(Spring, Course Offered Every Year)

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisites: take CSC-201.

CSC-212 Comp. Sci. II: Advanced Java (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs.

The main focus is object-oriented programming.
Prerequisites: take CSC-201.

CSC-262 Discrete Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees.

Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262.
Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-299 Intro to Research in Comp Sci (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CSC-301 Data Structures & Algorithms (3.00 cr.)
(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity.
Prerequisites: take CSC-212 CSC-262 or MAT-262.

CSC-311 Computer Organization (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisites: take CSC-203.

CSC-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CIS-312.
Prerequisites: take 3 credits; from Subjects CIS CSC.

CSC-315 Database Theory and Design (3.00 cr.)
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS-315. Prerequisites: take CSC-301.

CSC-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisites: take MAT-212.

CSC-407 Software Engineering (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CIS-407. Prerequisites: take CSC-301.

CSC-420 Computer Science Seminar (1.00 cr.)
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: take 6 credits; from Subject CSC.

CSC-421 Topics in Computer Science (3.00 cr.)
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CSC-430 Operating Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time

sharing. Specific examples of operating systems. Prerequisites: take CSC-301 CSC-311.

CSC-498 Honors Thesis in Comp. Sci. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CSC-499 Research in Computer Science (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in computer science or others with permission of the department. May be repeated for credit for a maximum of six hours.

DANCE

DAN-150 Perspectives in Dance (1.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

DAN-151 Ballet I (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A basic study of modern dance including warm-up,

alignment, technique, history and performance.
Appropriate for beginning-level students.

DAN-154 Jazz I (1.00 cr.)
(Varies-Contact Dept. Head)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance (1.00 cr.)
(Varies-Contact Dept. Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-157 Country Line Dance (1.00 cr.)
(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157.

DAN-158 Funk (1.00 cr.)
(Varies-Contact Dept. Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation (2.00 cr.)
(Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance Appreciation (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-244 Fundamental Concepts of Dance (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will partici-

pate in five observations in a public school setting.

DAN-250 Movement Fundamentals (2.00 cr.)
(Fall, Course Offered Every Year)

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities. Corequisite courses: DAN-255.

DAN-251 Ballet II (1.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students.

DAN-252 Partic. in Choreographic Proj. (1.00 cr.)
(Fall, Course Offered Every Year)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisites: take DAN-159. Corequisite courses: DAN-356.

DAN-253 Modern II (1.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students.

DAN-254 Jazz II (1.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students.

DAN-255 Movement Fundamentals Lab (1.00 cr.)
(Fall, Course Offered Every Year)

This course is designed as a corequisite to DAN-250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning. Corequisite courses: DAN-250.

DAN-256 Dance Composition I (3.00 cr.)
(Varies-See Course Description)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisites: take DAN-159.

DAN-257 Music for Dance (2.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN-258 Mind/Body Integration (2.00 cr.)
(Spring, Course Offered Every Year)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II (2.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisites: take DAN-159.

DAN-351 Ballet III (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.

DAN-352 Dance Repertory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and

engaging in the choreographic process from inception to completion. Instructor's consent required.

DAN-353 Modern III (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students.

DAN-354 Jazz III (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.

DAN-355 Creative Arts Touring Company (2.00 cr.)
(Spring, Course Offered Every Year)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students.

DAN-356 Dance Composition II (3.00 cr.)
(Varies-See Course Description)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Spring 2003, Fall 2004. Prerequisites: take DAN-256.

DAN-357 Creative Arts Touring Assist (1.00 cr.)
(Spring, Course Offered Every Year)

This course is designed for students who completed DAN-355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Prerequisites: take DAN-355 or DAN-456.

DAN-359 Dance History (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with

particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.

DAN-451 Ballet IV (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students.

DAN-452 Dance Practicum (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, body work, arts administration, etc. All course specifications must be approved by the instructor prior to registration. DAN-762 is a prerequisite for students enrolling in a teaching practicum.

DAN-453 Modern IV (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students.

DAN-454 Jazz IV (1.00 cr.)
(Varies-Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students.

DAN-455 Dance Production (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A survey of theatre crafts and arts management techniques involved in dance production, including lighting design, publicity and promotion, grantsmanship, touring and time management.

DAN-456 Meredith Dance Theatre (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-498 Honors Thesis in Dance (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors

who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research (3.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-761 Thy & Meth of Tch Dance, K-6 (3.00 cr.)
(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisites: take DAN-159 DAN-250 DAN-255.

DAN-762 Thy & Meth of Tch Dance, 7-12 (3.00 cr.)
(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisites: take DAN-252 DAN-253 DAN-761.

DAN-763 Reflective Teaching (1.00-3.00 cr.)
(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisites: take DAN-761 DAN-762.

ECONOMICS

ECO-100 Macroeconomic Principles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

ECO-101 Microeconomic Principles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics (3.00 cr.)
(Fall, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in the major for accounting, business, or economics. Also offered as FCS-274.

ECO-300 Intermediate Macroeconomics (3.00 cr.)
(Fall, Course Offered Every Year)

A continuation of study begun in ECO-100, this course proceeds to intermediate-level analysis of national income, employment, price stability, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies, and international issues.

Prerequisites: take ECO-100.

ECO-301 Intermediate Microeconomics (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisites: take ECO-101.

ECO-322 Economic Geography (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as GEO-322.

ECO-324 History of Economic Thought (3.00 cr.)
(Varies-Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: take ECO-100 ECO-101.

ECO-334 International Economics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: take ECO-100 ECO-101.

ECO-335 Gender and the Economy (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisites: take ECO-100 or ECO-101.

ECO-355 Money and Banking (3.00 cr.)
(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: take ECO-100 ECO-101.

ECO-356 Public Policy Economics (3.00 cr.)
(Spring, Even-Numbered Years Only)

The microeconomic theory underlying the failure of free markets to maximize society's well-being, and the appropriate means by which governments may improve both efficiency and fairness via provision of public goods and services. Special emphasis is given to topics in environmental and natural resource economics. General topics include current government programs, public goods, externalities, health care, income redistribution, cost-benefit analysis, taxes, and fiscal federalism. ECO-100 is a recommended, but not required, prerequisite. Prerequisites: take ECO-101.

ECO-364 Labor Economics (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the American labor market with emphasis on an individual's decision to work; the firm's decision on hiring; wage determination; human capital models; labor market discrimination; role of unions; and unemployment. Prerequisites: take ECO-101.

ECO-435 Comparative Economic Systems (3.00 cr.)
(Varies-Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those

systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: take ECO-100 ECO-101.

ECO-498 Honors Thesis in Economics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECO-499 Research in Economics (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

EDUCATION

EDU-232 Foundations of American Educ. (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening.

EDU-234 Educational Psychology (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-255 Literature in the Elem. School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Field experience in the public schools required.

EDU-300 Introduction to Language Arts (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is the second in a series of courses designed to assist students in becoming knowledgeable about materials, theories, philosophies, and instructional approaches in the teaching of language arts. Up to ten hours of field experiences are required during school hours. Please note that as language arts are typically taught during the morning, a student will have to allow time in her schedule for observations and mini teaching experiences. Prerequisites: take EDU-255.

EDU-336 Teaching Math in Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students investigate, evaluate and select content, methods and materials used in teaching and assessing mathematics in the elementary school. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. Prerequisite: admission to the K-6 licensure program. Prerequisites: take EDU-234. Corequisite courses: EDU-342.

EDU-340 Teaching in the Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Admission to the Teacher Education Program is a prerequisite. Block class. Corequisite courses: EDU-439, EDU-440, EDU-445, EDU-744.

EDU-342 Preservice Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. School observations will be required. This course and its corequisites should be taken in the semester immediately preceding block. Prerequisites: take EDU-300. Corequisite courses: EDU-336, EDU-344.

EDU-344 Communic. Skills Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required. Admission to the Teacher Education program is a prerequisite. Prerequisites: take EDU-300. Corequisite courses: EDU-336, EDU-342.

EDU-350 Teaching in the Middle School (3.00 cr.)
(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Field experiences required.

EDU-439 Observation and Directed Tchg. (6.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to provide the student internship experience at the appropriate grade level in a school setting: Elementary education: B-K [birth to kindergarten]; public schools' pre-kindergarten and kindergarten classrooms; K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, family and consumer sciences; 9-12 levels, business. Weekly seminars are arranged. Admission to the Teacher Education program is a prerequisite. Internship fee assessed. Block class. Pass/Fail grading only.

EDU-440 Seminar in Education (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Admission to the Teacher Education program is a prerequisite. Block class. Pass/Fail grading only. Corequisite courses: EDU-340, EDU-439, EDU-445, EDU-466, EDU-467, EDU-471, EDU-744.

EDU-441 Intro to Audio/Visual Material (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A hands-on course designed to familiarize students with audio/visual equipment, technology, and materials neces-

sary to enhance instruction in the public school classroom. Basic technology skills are required. Pass/Fail grading only.

EDU-445 Teaching ESL in Elem. School (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Admission to the teacher education program is a prerequisite. Block class. Corequisite courses: EDU-340, EDU-439, EDU-440, EDU-744.

EDU-457 Science in the Elementary Sch. (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-458 Social Studies in Elem. Sch. (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered.

EDU-466 Pre-Ad. & Adolescent Behavior (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the characteristics, needs, and challenges of pre-adolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block class. Corequisite courses: EDU-438, EDU-439, EDU-471.

EDU-467 The Secondary School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block class. Corequisite courses: EDU-438, EDU-439, EDU-471.

EDU-471 Reading in the Content Areas (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A series of experiences designed for the classroom teacher or for the assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing

and adapting appropriate reading materials and methods. Block class. Pass/Fail and one hour credit or letter grade and three hours credit. Corequisite courses: EDU-439, EDU-440.

EDU-744 Arts in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Admission to the Teacher Education program is a prerequisite. Block class. Prerequisites: take ART-244, DAN-244, MUS-244, THE-244. Corequisite courses: EDU-340, EDU-439, EDU-440, EDU-445.

ENGLISH

ENG-090 Review of Writing Fundamentals (3.00 cr.)
(Fall, Course Offered Every Year)

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proof-reading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit.

ENG-111 Principles of Writing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and sentence structure.

ENG-112 Expository Writing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisites: take ENG-111.

ENG-150 Apprenticeship —“Herald” (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An internship where students acquire skills in journalism and build a portfolio by working on the campus newspaper. Prerequisites: take ENG-111.

ENG-155 Tutor Training (1.00 cr.)
(Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by two members of the English Department. Instructor's consent required.

ENG-175 Grammar (1.00 cr.)
(Spring, Course Offered Every Year)

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisites: take ENG-111.

ENG-201 Major British Writers (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th-century writer, and representative writers from the 19th and 20th centuries. Prerequisites: take ENG-111.

ENG-202 Dev of English Literature (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts. Prerequisites: take ENG-201.

ENG-206 Survey of American Literature (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. Prerequisites: take ENG-201.

ENG-235 Writing of Poetry (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisites: take ENG-111.

ENG-236 Writing of Fiction (3.00 cr.)
(Fall, Even-Numbered Years Only)

Narration from the writer's perspective. Includes analy-

sis of contemporary fiction and the writing of fiction.

Prerequisites: take ENG-111.

ENG-240 Introduction to Film (3.00 cr.)
(Fall, Course Offered Every Year)

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. Prerequisites: take ENG-111.

ENG-242 Romantic Comedy (3.00 cr.)
(Varies-Contact Dept. Head)

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. Prerequisites: take ENG-111.

ENG-245 Introduction to Journalism (3.00 cr.)
(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisites: take ENG-111.

ENG-247 Copy-Editing (3.00 cr.)
(Spring, Course Offered Every Year)

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisites: take ENG-111.

ENG-270 Literary Research/Crit. Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisites: take ENG-201.

ENG-330 African-American Writers (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. Prerequisites: take ENG-201.

ENG-335 20th C World Lit in Transltn (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. Prerequisites: take ENG-201.

ENG-340 Dev. of the British Novel (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. Prerequisites: take ENG-201.

ENG-345 Irish Renaissance (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. Prerequisites: take ENG-201.

ENG-350 Modern Drama (3.00 cr.)
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. Prerequisites: take ENG-201.

ENG-351 Old English (3.00 cr.)
(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisites: take ENG-201.

ENG-352 Chaucer (3.00 cr.)
(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Prerequisites: take ENG-201.

ENG-355 Shakespeare (3.00 cr.)
(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works

of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Prerequisites: take ENG-201.

ENG-356 Shakespeare (3.00 cr.)
(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Prerequisites: take ENG-201.

ENG-357 Seminar in 17th Century Poetry (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisites: take ENG-201 ENG-270.

ENG-358 Advanced Composition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisites: take ENG-111.

ENG-359 Seminar in Amer. Women Writers (3.00 cr.)
(Spring, Course Offered Every Year)

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. Prerequisites: take ENG-201 ENG-270.

ENG-360 Seminar in Southern Writers (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. Prerequisites: take ENG-201 ENG-270.

ENG-364 20th Century Poetry in English (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Prerequisites: take ENG-201.

ENG-365 English Poetry Romantic Period (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. Prerequisites: take ENG-201.

ENG-367 English Lit Victorian Period (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. Prerequisites: take ENG-201.

ENG-368 English Lit of 18th Century (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Prerequisites: take ENG-201.

ENG-370 20th C Prose Through 1945 (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. Prerequisites: take ENG-201.

ENG-371 20th C Prose After 1945 (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. Prerequisites: take ENG-201.

ENG-495 Seminar in European Literature (3.00 cr.)
(Spring, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Prerequisites: take ENG-201 ENG-270.

ENG-498 Honors Research Project (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student

will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: take ENG-201 ENG-270.

ENG-499 Research Project (1.00-3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: take ENG-201 ENG-270.

ENG-764 The Teaching of English (2.00 cr.)
(Spring, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

ENG-765 Practicum in Teaching English (1.00 cr.)
(Fall, Course Offered Every Year)

A lab where students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

EXERCISE AND SPORTS SCIENCE

ESS-200 Foundations Phys Ed, Sport, Fit (3.00 cr.)
(Fall, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and sociopsychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-210 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to flag football, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

ESS-215 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Students will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selections may require a fee. Also offered as PED-233.

ESS-220 Prin of Strength Train & Cond (2.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-300 Issues/Mgt: Sport & Phys Educ (3.00 cr.)
(Spring, Course Offered Every Year)

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

ESS-320 Assess in Phys Ed, Sport & Fit (3.00 cr.)
(Spring, Course Offered Every Year)

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

ESS-400 Topics in ESS (3.00 cr.)
(Fall and Spring, Odd-Numbered Years Only)

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-450 Practicum: Fitness/Sports Mgt (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a sport or fitness management setting. Students will meet regularly with a supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

ESS-451 Practicum: Exercise/Sports Sci (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: take ESS-485 ESS-486.

ESS-460 Senior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skill Perform (3.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: take BIO-322 BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Prerequisites: take BIO-322 BIO-342. Corequisite courses: ESS-487.

ESS-486 Exercise Prescription (2.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Prerequisites: take BIO-322 BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: take BIO-322 BIO-342. Corequisite courses: ESS-485.

ESS-499 Intro to Research in ESS (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Prerequisites: take ESS-420.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Tch. PE Elem. Sch.: PE Majors (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required.

ESS-745 Tch. PE: Middle & Sec Schools (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels.

ESS-746 Tchg. PE Special Needs K-12 (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

FAMILY AND CONSUMER SCIENCE

FCS-274 Consumer Economics (3.00 cr.)
(Fall, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-355 Family Resource Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-490 Professional Symposium (1.00 cr.)
(Fall, Course Offered Every Year)

History, philosophy, and current trends in family and consumer sciences. Students will identify strategies in seeking employment and/or graduate study. Required of all majors in the Department of Human Environmental Sciences. Pass/Fail grading only.

FCS-498 Honors Thesis in FCS (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-764 Methods of Teaching FCS (3.00 cr.)
(Spring, Course Offered Every Year)

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Cons. Sci. Education (2.00 cr.)
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

FOREIGN LANGUAGE

FL-764 The Teaching of a Foreign Lang (4.00 cr.)
(Fall, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. May not be counted toward a major. Instructor's consent required.

FOODS AND NUTRITION

FN-124 Principles of Food (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week.

FN-227 Nutrition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

FN-325 Nutrition During Life Cycle (3.00 cr.)
(Fall, Course Offered Every Year)

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition. Prerequisites: take FN-227.

FN-327 Institutional Foods (3.00 cr.)
(Fall, Course Offered Every Year)

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisites: take FN-124. Corequisite courses: FN-328.

FN-328 Food Service Equipment (1.00 cr.)
(Fall, Course Offered Every Year)

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisites: take FN-124. Corequisite courses: FN-327.

FN-329 Hospitality Mgmt. & Catering (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations, quality and marketing for a catering company. Prerequisites: take FN-124 FN-227 FN-327 FN-328.

FN-425 Food Service Systems Admin. (3.00 cr.)
(Spring, Course Offered Every Year)

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: take FN-124 FN-327 FN-328.

FN-426 Nutritional Assessment (3.00 cr.)
(Spring, Course Offered Every Year)

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting relating to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisites: take FN-227.

FN-427 Experimental Food Science (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on

physical or sensory evaluation. Prerequisites: take FN-124 FN-227 BIO-101 BIO-141.

FN-428 Advanced Nutrition (3.00 cr.)
(Fall, Course Offered Every Year)

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: # take CHE-111 CHE-112 CHE-221 # take BIO-101 BIO-102 BIO-436 # take FN-227 FN-325.

FN-429 Clinical Dietetics (3.00 cr.)
(Spring, Course Offered Every Year)

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisites: # take FN-227 FN-426 FN-428 # take BIO-323 or BIO-322.

FN-498 Honors Thesis in Foods & Nutr. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FRENCH

FRE-101 Elem French Conversation I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elem. French Conversation II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French (3.00 cr.)
(Fall, Course Offered Every Year)

A thorough and accelerated review of first-year French for students who had two years of high school French, but who do not qualify for FRE-205. Independent language laboratory work required each week.

FRE-205 Intermediate French I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: take FRE-102 or FRE-103.

FRE-206 Intermediate French II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: take FRE-205.

FRE-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

FRE-301 Business French (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A survey of the vocabulary and principles of the French business world with special attention to the development of practical communication skills. Prerequisites: take FRE-205 FRE-206.

FRE-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: take FRE-205 FRE-206.

FRE-304 French Civilization (3.00 cr.)
(Fall, Even-Numbered Years Only)

A survey of the political and cultural history of France, including its contributions to Western culture in the fields of art, religion and music. Prerequisites: take FRE-205 FRE-206.

FRE-305 French Phonetics and Phonology (3.00 cr.)
(Fall, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: take FRE-205 FRE-206.

FRE-306 Adv. Grammar, Comp, Linguistics (3.00 cr.)
(Spring, Course Offered Every Year)

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: take FRE-205 FRE-206.

FRE-307 Advanced Conversation (3.00 cr.)
(Varies-Contact Dept. Head)

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: take FRE-305 FRE-306.

FRE-308 Francophone Literature (3.00 cr.)
(Fall, Even-Numbered Years Only)

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media [text, film, music, art]. Recommended as an introductory literature course. Prerequisites: take FRE-205 FRE-206.

FRE-309 French Women Writers (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how writing is shaped by gender, by history and society. Students will learn practical strategies for reading and analyzing a variety of genres.

Recommended as an introductory literature course.
Prerequisites: take FRE-205 FRE-206.

FRE-350 French Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters are required of French majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take 1 group (take FRE-205 FRE-206 /take FRE-305 FRE-306).

FRE-364 Discoveries in French Lit I (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Selected readings in French literature from the Middle Ages to the French Revolution with some emphasis on culture and civilization. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: take FRE-305 FRE-306.

FRE-365 Discoveries in French Lit II (3.00 cr.)
(Spring, Even-Numbered Years Only)

Selected readings in French literature from the French Revolution to the present. May be taken without prerequisite courses with permission of the instructor. Prerequisites: take FRE-305 FRE-306.

GEOGRAPHY

GEO-200 Earth Science (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite courses: GEO-240.

GEO-205 World Regional Geography (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-240 Earth Science Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite courses: GEO-200.

GEO-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours. Corequisite courses: SCI-299.

GEO-322 Economic Geography (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as ECO-322.

GEO-326 Environmental Resources (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. Prerequisites: take 1 group (take CHE-111 CHE-141 /take GEO-200, GEO-240).

GEO-368 Political Geography (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Counts as a social science

elective for general education requirements.

GEO-499 Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior geography minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Prerequisites: take GEO-200.

GERMAN

GER-101 Elementary German I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II (3.00 cr.)
(Spring, Course Offered Every Year)

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisites: take GER-101.

GER-205 Intermediate German I (3.00 cr.)
(Fall, Course Offered Every Year)

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisites: take GER-102.

GER-206 Intermediate German II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisites: take GER-205.

GER-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: take GER-205 GER-206.

GER-306 Advanced German Grammar (3.00 cr.)
(Varies-Contact Dept. Head)

Study of complex grammar structures designed to improve students' writing skills. Required of all German majors and minors. Prerequisites: take GER-205 GER-206.

GER-307 Advanced Conversation (3.00 cr.)
(Varies-Contact Dept. Head)

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: take GER-205 GER-206.

GER-366 Advanced German Reading (3.00 cr.)
(Varies-Contact Dept. Head)

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: take GER-205 GER-206.

HEALTH

HED-100 Contemporary Health Issues (2.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 First Aid (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of

injuries and sudden illness. Additional fee assessed.

HED-282 Preven. & Care of Movement Inj (2.00 cr.)
(Spring, Course Offered Every Year)

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

HISTORY

HIS-101 Emergence of Western Civ. (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-200 Intro to Latin American His (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 (3.00 cr.)
(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries.

HIS-250 Introduction to Archaeology (3.00 cr.)
(Fall, Course Offered Every Year)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some of the more famous archaeological discoveries including Lucy, King Tut's tomb, and also discuss more contemporary discoveries such as New York City's African burial ground and Blackbeard's Queen Anne's Revenge. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze several local archaeological sites and reconstructions.

HIS-281 Intro to African History (3.00 cr.)
(Fall, Course Offered Every Year)

This course will introduce students to the history of the African continent, including the modern country of South Africa. It will survey the fundamental elements of societal organization, the emergence of major kingdoms such as Great Zimbabwe and the Zulu, the impact of the discovery of diamonds and gold, the beginnings of the slave trade, the imposition of European colonialism, the emergence of apartheid, and the problems of Africa's newly independent states.

HIS-282 History of Modern Middle East (3.00 cr.)
(Fall, Course Offered Every Year)

This course will give an historical understanding of social and political change in the Middle East in the nineteenth and twentieth centuries. Topics covered will include nationalism, imperialism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution and emergence of activist Islamic groups in the Middle East.

HIS-300 Introduction to Public History (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 English History Since 1485 AD (3.00 cr.)
(Varies-Contact Dept. Head)

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

HIS-304 Greek and Roman History (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-306 Russia in the 20th Century (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the political, social, and cultural development of Russia and the Soviet Union across the 20th century.

HIS-308 Twentieth Century Europe (3.00 cr.)
(Fall, Even-Numbered Years Only)

War, revolution, more war, genocide, the threat of nuclear annihilation, the collapse of Communism and the Russian Empire: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

HIS-310 Modern China (3.00 cr.)
(Varies-Contact Dept. Head)

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

HIS-311 Modern Japan (3.00 cr.)
(Varies-Contact Dept. Head)

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world.

HIS-312 India: Past and Present (3.00 cr.)
(Varies-Contact Dept. Head)

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History (3.00 cr.)
(Spring, Even-Numbered Years Only)

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-319 Contemporary American History (3.00 cr.)
(Spring, Even-Numbered Years Only)

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, women's rights, and democracy.

HIS-325 Asian Civilizations (3.00 cr.)
(Varies-Contact Dept. Head)

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

HIS-330 US & the World in the 20th C (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course before she undertakes HIS-499, Senior Research, and HIS-495, Senior Seminar.

HIS-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387.

HIS-495 Senior Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A culminating seminar that brings together work done across the major, builds upon HIS-334 and links to Senior Research in History, HIS-498 and HIS-499. Students will review schools of historical interpretation and methods of historical research and then apply these to

an ongoing analysis of contemporary developments both national and international. They will improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Students should take HIS-495 at the same time they pursue Senior Research in History, HIS-498 or HIS-499. May be taken without prerequisite course with permission of the instructor. Prerequisites: take HIS-334.

HIS-498 Senior Research in History-HN (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for HIS-498. During the semester in which she writes the honors thesis, she should also take HIS-495. Prerequisites: take HIS-334.

HIS-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The faculty director must approve a preliminary research proposal before the student can pre-register for this course. Students should take HIS-495, Senior Seminar, during the same semester that they take Senior Research. Required of senior history majors and open to junior majors with permission of the department head. May be repeated for credit for a total of six hours. Prerequisites: take HIS-334.

HIS-520 History of North Carolina (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

HIS-764 The Teaching of Social Studies (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

INTERIOR DESIGN

ID-142 Hist of Arch. Interior & Furn. (3.00 cr.)
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART-142.

ID-144 Interior Design I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144.

ID-243 ID Drafting & Presentation (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Prerequisites: take ID-144.

ID-244 Interior Design II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Prerequisites: take ID-144 ID-243 ART-101.

ID-245 Housing Issues (3.00 cr.)
(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Materials (3.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments and upholstered furniture.

ID-248 Technology Applic. for ID (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: take ID-144.

IID-343 Construction Technology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: take ID-144 ID-244.

ID-344 Interior Design III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Six studio hours per week. Prerequisites: take ID-144 ID-243 ID-244 ID-245.

ID-348 Interior Lighting Design (3.00 cr.)
(Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: take ID-144 ID-244 ID-245.

ID-443 Professional Practices in ID (3.00 cr.)
(Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Prerequisites: take ID-144 ID-243 ID-244 ID-344.

ID-444 Interior Design IV (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Prerequisites: take ID-144 ID-243 ID-244 ID-343 ID-344.

ID-447 Contract Interior Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: take ID-144 ID-243 ID-244 ID-344.

ID-448 Special Problems in CADD (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: take ID-248.

ID-498 Honors Thesis in Interior Dsgn (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

INTERDISCIPLINARY STUDIES

IDS-100 Appreciation of Fine Arts (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-110 Information Research & Tech. (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Hands-on use of the computer network and library information resources in all formats [including e-mail, internet, computerized catalogues and indexes, and print resources]. Students learn to find, evaluate and use information. A CamNet account is required. Pass/Fail grading only.

IDS-200 Women's Odyssey (3.00 cr.)
(Spring, Course Offered Every Year)

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

IDS-280 China Today (3.00 cr.)
(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-300 Arts, Artifacts & Culture-Eur. * (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied. The journal that students are required to keep for this course is generally their principal artifact from the summer. It, in combination with the students' photographs, has proven to be the favorite souvenir of the summer abroad.

IDS-301 Arts, Artifacts & Culture-UK (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and

artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. The journal that students are required to keep for this course is generally their principal artifact from the summer. It, along with the students' photographs, has proven to be the favorite souvenir of the summer abroad.

ITALIAN

ITA-101 Elementary Italian I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: take ITA-101.

LATIN

LAT-101 Elementary Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

LAT-102 Elementary Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisites: take LAT-101.

LAT-205 Intermediate Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisites: take LAT-102.

LAT-206 Intermediate Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisites: take LAT-205.

LEGAL STUDIES

LEG-400 Legal Survey (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Paralegal Program is required to enroll. Instructor's consent required.

LEG-401 Legal Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Instructor's consent required. Prerequisites: take LEG-400.

MATHEMATICS

MAT-090 Intermediate Algebra Review (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-120 Finite Math (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of numbers, sets, probability, simple and compound interest, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines. Credit in this course is not given to students who already have credit for MAT-141,

MAT-144 or MAT-211.

MAT-130 Exploring With Mathematics (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fair division, Euler circuits, networks, sequences, population growth, similarity, symmetry, and fractals.

MAT-141 College Algebra (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

The course will emphasize the use analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-211 Calculus I (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. Prerequisites: MAT-141

and MAT-143 or MAT-144 or competency.

MAT-212 Calculus II (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT-211 or competency.

MAT-220 Linear Algebra (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisites: take MAT-211.

MAT-245 Statistics I (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. Credit not allowed for both MAT-245 and SOC-375. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

MAT-250 Intro Mathematical Reasoning (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. MAT-211 is a recommended prerequisite.

MAT-262 Discrete Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

MAT-264 Topics in Math-Mid Grd Lic (1.00-2.00 cr.)
(Fall, Course Offered Every Year)

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Instructor's consent required.

MAT-290 Honors Math Lab (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisites: take MAT-211. Corequisite courses: MAT-211.

MAT-299 Intro to Mathematics Research (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT-313 Calculus III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use technology for exploration and problem solving. Prerequisite: MAT-212 or competency.

MAT-321 Modern Abstract Algebra (3.00 cr.)
(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisites: take MAT-250.

MAT-334 Modern College Geometry (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisites: # take MAT-250 # take 3 courses from Subject MAT except courses MAT-120 MAT-130 MAT-141 MAT-143 MAT-144.

MAT-340 Probability and Statistics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: take MAT-212 MAT-245.

MAT-345 Statistics II (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes linear models [simple and multivariate], analysis of variance, and regression analysis [linear and non-linear]. Application of these topics will be drawn from business, economics, the social sciences, biology and other areas. Students will use statistical analysis technology. Prerequisites: take MAT-245 PSY-200 SOC-375 or POL-375.

MAT-348 Non-Parametric Statistics (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative [nominally scaled] and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical analysis technology. Prerequisites: take MAT-245 PSY-200 SOC-375 or POL-375.

MAT-354 Differential Equations (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisites: take MAT-212.

MAT-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equa-

tions, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC-360. Prerequisites: take MAT-212.

MAT-362 Topics in Discrete Mathematics (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-410 Advanced Calculus (3.00 cr.)
(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: take MAT-250 MAT-313.

MAT-415 Topics in Analysis (3.00 cr.)
(Fall, Course Offered Every Year)

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisites: take MAT-250 MAT-313.

MAT-425 Topics in Algebra (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology (3.00 cr.)
(Spring, Even-Numbered Years Only)

Topics chosen from the areas of geometry or topology. Prerequisites: take MAT-250.

MAT-490 Senior Seminar (3.00 cr.)
(Fall, Course Offered Every Year)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Open to seniors only. Prerequisites: take CIS-131.

MAT-498 Honors Thesis in Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will

formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-764 Methods Secondary/Middle Math (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. Instructor's consent required.

APPLIED MUSIC

MUA-040 Beginning Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard.
Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-041 Intermediate Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent.
Prerequisites: take MUA-040.

MUA-044 Preparatory Piano (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-050 Beginning Class Voice (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-060 String Instruments (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Practical study of string instruments with emphasis on the violin, including teaching methods.

MUA-068 Guitar Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-070 Woodwind Techniques (2.00 cr.)
(Spring, Course Offered Every Year)

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques [such as muting, double-tonguing, etc.] are demonstrated.

MUA-080 Brass & Percussion Techniques (2.00 cr.)
(Fall, Course Offered Every Year)

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments [tambourine, triangle, etc.] and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

MUA-105 Composition (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a

Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-146 Harpsichord I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-154 Voice I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accoloay; sonatinas by Schubert.

MUA-165 Viola I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-166 Cello I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-167 Double Bass I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-168 Guitar I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani. May be taken without course prerequisite with instructor's consent. Prerequisites: take MUA-068.

MUA-174 Flute I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-175 Clarinet I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-176 Oboe I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-177 Saxophone I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-178 Bassoon I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-189 Percussions I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-205 Composition II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-246 Harpsichord II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-254 Voice II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-265 Viola II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

- MUA-266 Cello II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-267 Double Bass II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-268 Guitar II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.
- MUA-274 Flute II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-275 Clarinet II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-276 Oboe II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-277 Saxophone II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-278 Bassoon II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-289 Percussions II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-290 Sophomore Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-305 Composition III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments.
Instruction in private lessons or in groups.
- MUA-344 Piano III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.
- MUA-345 Organ III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.
- MUA-346 Harpsichord III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-354 Voice III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.
- MUA-364 Violin III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.
- MUA-365 Viola III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-366 Cello III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-367 Double Bass III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-368 Guitar III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.
- MUA-374 Flute III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-375 Clarinet III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-376 Oboe III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-377 Saxophone III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-378 Bassoon III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-389 Percussions III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-390 Junior Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Recital fee assessed.

- MUA-391 Lecture-Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy. Recital fee assessed.
- MUA-405 Composition IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.
- MUA-444 Piano IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.
- MUA-445 Organ IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.
- MUA-446 Harpsichord IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-454 Voice IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work continued, stressing flexibility. Total repertory [MUA-154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.
- MUA-464 Violin IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Scales in thirds and octaves; etudes by Rode and Gaviniés; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.
- MUA-465 Viola IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-466 Cello IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-467 Double Bass IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-468 Guitar IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.
- MUA-474 Flute IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
- MUA-475 Clarinet IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-476 Oboe IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-477 Saxophone IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
- MUA-478 Bassoon IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-489 Percussions IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)
- MUA-490 Graduation Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.
- MUA-491 Graduation Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. Recital fee assessed.

MUSIC ENSEMBLES

MUE-134 Meredith Chorus (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

MUE-136 Accompanying Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-232 Flute Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-233 Chamber Music Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-235 Raleigh Concert Band (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instructor's consent required.

MUE-236 Accompanying (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their

ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) accompany lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons. Prerequisites: take MUE-136.

MUE-237 String Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-238 Meredith Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A select group of about 35 singers who represent the College on campus and on tour. By audition only. Instructor's consent required.

MUE-335 Vocal Ensemble: Encore! (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Instructor's consent required. Corequisite courses: MUE-334.

MUE-336 Piano Ensemble (1.00 cr.)
(Varies-Contact Dept. Head)

Study of works for piano, four hands or two pianos.
Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)
Instructor's consent required.

MUSIC

MUS-100 Elem. Theory & Composition (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.

MUS-101 Elem. Theory & Composition (3.00 cr.)
(Spring, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.
Prerequisites: take MUS-100.

MUS-140 Elementary Keyboard (1.00 cr.)
(Fall, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transportation of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered.

MUS-141 Elementary Keyboard (1.00 cr.)
(Spring, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transportation of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered.
Prerequisites: take MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.)
(Fall, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training (1.00 cr.)
(Spring, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisites: take MUS-150.

MUS-202 Advanced Theory & Composition (3.00 cr.)
(Fall, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation.
Prerequisites: take MUS-101.

MUS-203 Advanced Theory & Composition (3.00 cr.)
(Spring, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation.
Prerequisites: take MUS-202.

MUS-214 Music Appreciation (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-215 Music Literature (2.00 cr.)
(Spring, Course Offered Every Year)

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to

listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

MUS-220 Pedagogy I (2.00 cr.)
(Spring, Course Offered Every Year)

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area as needed. Prerequisites: take MUS-101 MUS-215.

MUS-242 Intermediate Keyboard (1.00 cr.)
(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: take MUS-141.

MUS-243 Intermediate Keyboard (1.00 cr.)
(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: take MUS-242.

MUS-244 Fundamental Concepts of Music (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Vocabulary, basic music notation, and general concepts of music will be introduced through a beginning study of piano, autoharp chording, singing fundamentals, and recorder.

MUS-252 Intermediate Ear-Training (1.00 cr.)
(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: take MUS-151.

MUS-253 Intermediate Ear-Training (1.00 cr.)
(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: take MUS-252.

MUS-256 Phonetics/Singers-Eng & Ita (1.00 cr.)
(Spring, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-257 Phonetics/Singers-French (1.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of French. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-258 Phonetics/Singers-German (1.00 cr.)
(Spring, Even-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of German. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-300 Beginning Conducting (2.00 cr.)
(Fall, Course Offered Every Year)

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Prerequisites: take MUS-101.

MUS-301 Choral Conducting & Literature (2.00 cr.)
(Spring, Course Offered Every Year)

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: take MUS-300.

MUS-302 Instrumental Conducting (2.00 cr.)
(Spring, Course Offered Every Year)

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisites: take MUS-300.

MUS-304 Instrumentation (1.00 cr.)
(Fall, Course Offered Every Year)

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisites: take MUS-202.

MUS-306 Orchestration (2.00 cr.)
(Spring, Course Offered Every Year)

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisites: take MUS-304.

MUS-308 Choral Arranging (2.00 cr.)
(Spring, Course Offered Every Year)

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisites: take MUS-202.

MUS-310 Medieval and Renaissance Music (2.00 cr.)
(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: take MUS-101 MUS-215.

MUS-311 Baroque Music (2.00 cr.)
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the Baroque period [1600-1750], including analysis, composition in specific styles, performance, and listening. An overview of jazz studies and jazz theory is related to Baroque practices.

Prerequisites: take MUS-101 MUS-215.

MUS-312 Classic and Romantic Music (2.00 cr.)
(Fall, Course Offered Every Year)

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1720-1900], including analysis, composition, performance, and listening. Prerequisites: take MUS-101 MUS-215.

MUS-313 Twentieth Century Music (2.00 cr.)
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: take MUS-101 MUS-215.

MUS-314 Literature of Applied Music (2.00 cr.)
(Varies-Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area as needed. Faculty and student performances of representative compositions will be incorporated.

MUS-321 Pedagogy II (2.00 cr.)
(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Prerequisites: take MUS-101 MUS-215.

MUS-322 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

MUS-395 History and Liturgies (2.00 cr.)
(Varies-Contact Dept. Head)

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

MUS-396 Hymnology (2.00 cr.)
(Varies-Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship.

MUS-397 Organization & Administration (2.00 cr.)
(Varies-Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

MUS-423 Pedagogy III (2.00 cr.)
(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week.

MUS-424 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

MUS-425 Seminar/Internship (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

MUS-455 Opera Workshop (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester.

MUS-494 Seminar in Music Literature (2.00 cr.)
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-495 Seminar in Theory (2.00 cr.)
(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Prerequisites: take MUS-203.

MUS-496 Seminar in Musical Theatre (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Prerequisites: take THE-114.

MUS-498 Honors Thesis in Music (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-503 Advanced Conducting (2.00 cr.)
(Varies-Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS-506 Computers and Music (2.00 cr.)
(Varies-Contact Dept. Head)

An introduction to the world of computers and music applications to computing, including programming, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources.

MUS-720 Materials & Methods in Ele Sch (2.00 cr.)
(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: take MUS-101 MUS-151.

MUS-721 Materials & Methods in Mid Sch (2.00 cr.)
(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: take MUS-101 MUS-151.

MUS-722 Materials & Methods in Sec Sch (2.00 cr.)
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: take MUS-101 MUS-151.

MUS-723 Instr Materials & Methods (2.00 cr.)
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

MUS-744 Music in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisites: take IDS-100.

PHYSICAL EDUCATION

PED-110 Beginning Swimming (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water. Activity fee assessed.

PED-113 Synchronized Swimming I (1.00 cr.)
(Fall, Course Offered Every Year)

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

PED-121 Aerobic Dance-Cardio Funk (1.00 cr.)
(Varies-Contact Dept. Head)

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

PED-124 Strength Training (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED-125 Aquatic Fitness (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course.

PED-126 Muscle Strength and Stretch (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands, tubes, resistance and medicine balls.

PED-127 Conditioning (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to Cybex strength machines and free weights, as well as cardiovascular equipment such as bikes, skiers, climbers, treadmills, and transports.

PED-140 Archery (1.00 cr.)
(Varies-Contact Dept. Head)

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED-141 Beginning Badminton (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve],

rules and strategies for singles and doubles play, and in-class competition.

PED-142 Beginning Bowling (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A beginning course which includes instruction in basic tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition.

PED-147 Beginning Fencing (1.00 cr.)
(Varies-Contact Dept. Head)

The art of sword play will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga (1.00 cr.)
(Varies-Contact Dept. Head)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-157 Country Line Dance (1.00 cr.)
(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157.

PED-161 Beginning Basketball (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball (1.00 cr.)
(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-210 Intermediate Swimming (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course with emphasis on front crawl, backstroke,

elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills.

PED-212 Scuba Diving (1.00 cr.)
(Varies-Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification.

Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-220 Advanced Cross Training (1.00 cr.)
(Varies-Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities.

PED-228 Kick Boxing Aerobics (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included.

PED-232 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to flag football, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee. Also offered as ESS-215.

PED-241 Intermediate Badminton (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite

course with instructor's consent. Prerequisites: take PED-141.

PED-242 Intermediate Bowling (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed.

Prerequisites: take PED-142.

PED-243 Intermediate Golf (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: take PED-143.

PED-246 Intermediate Tennis (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: take PED-146.

PED-249 Intermediate Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: take PED-149.

PED-310 Swim Conditioning (1.00 cr.)
(Varies-Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. May be taken without prerequisite course with instructor's consent. Prerequisites: take PED-210.

PED-311 Lifeguard Training (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate.

Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor (2.00 cr.)
(Spring, Course Offered Every Year)

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Prerequisites: take PED-113.

PED-346 Advanced Tennis (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. May be taken without course prerequisite with instructor's consent. Prerequisites: take PED-246.

PED-349 Advanced Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: take PED-249.

PED-471 Intercollegiate Basketball (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Must be a full time Meredith student to participate.

PED-472 Intercollegiate Soccer (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate.

PED-475 Intercollegiate Volleyball (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate.

PED-476 Intercollegiate Tennis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Must be a full time Meredith student to participate.

PED-477 Intercollegiate Softball (2.00 cr.)
(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season (2 hours, spring). Must be a full time Meredith student to participate.

PHILOSOPHY

PHI-201 Introduction to Philosophy (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisites: take ENG-111.

PHI-210 Critical Thinking (3.00 cr.)
(Varies-Contact Dept. Head)

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-251 Ancient Greek Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

PHI-286 Philosophy of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also offered as REL-286. Prerequisites: take REL-100.

PHI-344 Biomedical Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as REL-344. Prerequisites: take REL-100.

PHI-345 Environmental Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerg-

ing forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be given to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as REL-345. Prerequisites: take REL-100.

PHYSICS

PHY-100 Principles of Physical Science (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications.

PHY-202 Introduction to Astronomy (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides an introduction to basic astronomy. Topics include the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments.

PHY-211 General Physics I (3.00 cr.)
(Fall, Course Offered Every Year)

A study of mechanics, thermodynamics, and waves. Three lectures per week. High school physics or PHY-100 is strongly recommended as a prerequisite to this course. Prerequisites: take MAT-211. Corequisite courses: PHY-241.

PHY-212 General Physics II (3.00 cr.)
(Spring, Course Offered Every Year)

A study of electricity, magnetism, optics and modern physics. Three lectures a week. Prerequisites: take PHY-211 PHY-241. Corequisite courses: PHY-242.

PHY-241 General Physics I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite courses: PHY-211.

PHY-242 General Physics II Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week.
Prerequisites: take PHY-211 PHY-241. Corequisite courses: PHY-212.

PHY-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit.
Corequisite courses: SCI-299.

PHY-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Prerequisites: take CHE-112 PHY-212 MAT-211.

PHY-499 Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Prerequisites: take PHY-212.

POLITICAL STUDIES

POL-100 American Political Systems (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

POL-204 Modern Political Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for political studies majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisites: take ENG-111.

POL-210 International Politics (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

POL-300 Law and Society (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Const & Rights of Americans (3.00 cr.)
(Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-303 Cont Amer Policy & Politics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-305 Intro to Public Administration (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War (3.00 cr.)
(Varies-Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Pol (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Econ (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policymaking and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and non-governmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 US & the World in the 20th C (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-340 State & Local Pol Systems (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-341 Colloquium in N.C. Politics (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Corequisite courses: POL-340.

POL-350 Congress and the Presidency (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Gov't (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL-374 Social Research Principles (3.00 cr.)
(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as SOC-374. Recommended for students wanting to pursue qualitative research projects. Prerequisites: take SOC-230 SOC-231 or SOC-260.

POL-375 Social Research Meth. & Stats (3.00 cr.)
(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in

selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as SOC-375. Prerequisites: take SOC-230 SOC-231 or SOC-260.

POL-498 Honors Thesis in Political Stu (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and also present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. Prerequisites: take POL-205.

POL-499 Senior Research (3.00 cr.)
(Fall, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and presentation. The faculty whom the student wishes to direct her project must approve a preliminary research proposal before she can pre-register for this course. Required of all political studies majors. Should be taken the fall semester of the senior year. Instructor's consent required. Prerequisites: take POL-205.

PSYCHOLOGY

PSY-100 Introduction to Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception, and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

PSY-120 Stress Management (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisites: take

PSY-100.PSY-200 Statistical Methods in Psych (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Basic computer skills required. Prerequisites: take PSY-100.

PSY-210 Life Span Developmental Psych (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of characteristics and changes from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisites: take PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisites: take PSY-100.

PSY-299 Intro Research in Psychology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisites: take PSY-100.

PSY-300 Research Methods in Psych (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: take PSY-100 PSY-200.

PSY-310 Psych of Children and Adolesc. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Prerequisites: take PSY-100.

PSY-312 Psych of Exceptional Indiv. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course. Prerequisites: take PSY-100 or EDU-234.

PSY-320 Abnormal Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisites: take PSY-100.

PSY-324 Conditioning and Behavior Mod. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, extinction, and the application of these principles in a variety of settings, including societies, institutions [e.g., schools, mental health settings, prisons, etc.], the home, and in the control and modification of one's own behavior. Prerequisites: take PSY-100.

PSY-330 Neuropsychology (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisites: take PSY-100.

PSY-332 Perception (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisites: take PSY-100.

PSY-334 Animal Behavior (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleoanthropology, primate behavior, and behavior genetics. Prerequisites: take PSY-100.

PSY-340 Community Field Experience (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Instructor's consent required. Prerequisites: take PSY-100.

PSY-342 Autism Practicum (2.00-3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. May be repeated for credit. Instructor's consent required. Prerequisites: take PSY-100.

PSY-410 Social Psychology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisites: take PSY-100.

PSY-420 Theories of Personality (3.00 cr.)
(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Prerequisites: take PSY-100.

PSY-422 Psychological Testing and Eval (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: take PSY-100 PSY-200.

PSY-424 Theory and Practice in Counsel (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status. Instructor's consent required. Prerequisites: take PSY-100.

PSY-430 History and Systems in Psych (3.00 cr.)
(Spring, Course Offered Every Year)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisites: take PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisites: take PSY-100.

PSY-440 Special Topics in Psychology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upperclass standing. Topics may include current trends in research and/or professional issues [e.g., multicultural counseling, environmental psychology, research in gerontology]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisites: take PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors

in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: take PSY-200 PSY-300.

PSY-499 Research in Psychology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: take PSY-200 PSY-300.

RELIGION

REL-100 Intro to Biblical Lit & His (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of the canonical literature of the Jewish and Christian traditions. The course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on acquiring tools from a variety of academic approaches to reading the Bible. The course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

REL-244 Religious Ethics & Social Iss. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the ethical contributions of the religious and philosophical traditions on selected contemporary social issues. Prerequisites: take REL-100.

REL-248 World Religions (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Judaism, Christianity, and Islam. Prerequisites: take REL-100.

REL-262 The Life & Teachings of Jesus (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. Prerequisites: take REL-100.

REL-265 Prophetic Ele in Biblical Trad (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the prophetic books of the Old Testament, with attention to their contemporary value. Prerequisites: take REL-100.

REL-266 Pauline Literature (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

A study of the development of early Christian life and thought as found in the work and writings of Paul. Prerequisites: take REL-100.

REL-268 Women and the Bible (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Prerequisites: take REL-100.

REL-283 Women in the Christian Trad (3.00 cr.)
(Varies-Contact Dept. Head)

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged. Prerequisites: take REL-100.

REL-284 Sin, Satan, and Evil (3.00 cr.)
(Spring, Course Offered Every Year)

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history. Prerequisites: take REL-100.

REL-285 Theology & Contemporary Lit (3.00 cr.)
(Varies-Contact Dept. Head)

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike. Prerequisites: take REL-100.

REL-286 Philosophy of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human

existence. Also offered as PHI-286. Prerequisites: take REL-100.

REL-289 Intro to Christian Theology (3.00 cr.)
(Varies-Contact Dept. Head)

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. Prerequisites: take REL-100.

REL-297 Contemporary Religious Issues (1.00 cr.)
(Varies-Contact Dept. Head)

Selected topics in religion. Prerequisites: take REL-100.

REL-341 Sociology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC-341. Prerequisites: take 1 group (take REL-100 SOC-230 /take REL-100 SOC-231 /take REL-100 SOC-260).

REL-342 Psychology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the results of psychological analysis of religious experiences. Prerequisites: take REL-100.

REL-343 Religion and Law (3.00 cr.)
(Varies-Contact Dept. Head)

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues. Prerequisites: take REL-100.

REL-344 Biomedical Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and

application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as PHI-344. Prerequisites: take REL-100.

REL-345 Environmental Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility.

Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be given to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as PHI-345. Prerequisites: take REL-100.

REL-382 History of Christianity (3.00 cr.)
(Varies-Contact Dept. Head)

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

Prerequisites: take REL-100.

REL-384 Religion in America (3.00 cr.)
(Varies-Contact Dept. Head)

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined.

Prerequisites: take REL-100.

REL-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities,

heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

REL-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

REL-497 Seminar (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Prerequisites: take 12 credits; from Subject REL.

SCIENCE

SCI-299 Research Methods (1.00 cr.)
(Spring, Course Offered Every Year)

This course will use a seminar format to introduce freshmen and sophomore students to the chemical literature, various library search strategies, experimental design strategies, laboratory safety, and technical writing. The course will provide the necessary background for participating in original laboratory research. CHE-111, GEO-200, or PHY-211 are strongly recommended as prerequisites to this course. Either CHE-299, GEO-299, or PHY-299 is a corequisite.

SCI-764 The Teaching of Science (3.00 cr.)
(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demon-

stration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction.

SOCIOLOGY

SOC-230 Principles of Sociology (3.00 cr.) (Fall and Spring, Course Offered Every Year)

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

SOC-231 Social Problems (3.00 cr.) (Varies-Contact Prog. Director)

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other contemporary challenges. Policies designed to address these problems are reviewed.

SOC-260 Cultural Anthropology (3.00 cr.) (Spring, Course Offered Every Year)

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions, and solutions to the challenges of social existence.

SOC-299 Intro to Research in Sociology (1.00-3.00 cr.) (Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research on an issue from a sociological perspective. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: take 3 credits; from Subject SOC; from Level 200.

SOC-330 Families and Child Welfare (3.00 cr.) (Fall and Spring, Course Offered Every Year)

A study of families in contemporary society with an emphasis on the needs of children, current family prob-

lems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty [20] hours of community work at an assigned setting will be required. Prerequisites: take CD-234 SOC-230 SOC-231 or SOC-260.

SOC-332 Human Sexuality (3.00 cr.) (Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-335 Race and Ethnic Relations (3.00 cr.) (Fall and Spring, Course Offered Every Year)

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explained. Prerequisites: take SOC-230 SOC-231 SOC-260 or EDU-232.

SOC-336 Criminology (3.00 cr.) (Fall, Course Offered Every Year)

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-337 Corrections (3.00 cr.) (Spring, Odd-Numbered Years Only)

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of

America's attempts to correct the crime problem.

Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-340 Aging and Retirement (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The physical, psychological, and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-341 Sociology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as REL-341.

Prerequisites: take 1 group (take REL-100 SOC-230 /take REL-100 SOC-231 /take REL-100 SOC-260).

SOC-374 Social Research Principles (3.00 cr.)
(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL-374. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-375 Social Research Meth & Stats (3.00 cr.)
(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as POL-375. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-376 Oppressed Groups & Social Just (3.00 cr.)
(Spring, Course Offered Every Year)

This course introduces students to the dynamics and consequences of oppression. Content will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and/or disabilities. The course will conclude with a look at strategies for social justice and movements

for social change. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-430 Population Dynamics (3.00 cr.)
(Fall, Course Offered Every Year)

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of peoples fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences.

Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-431 Social Stratification (3.00 cr.)
(Varies-Contact Dept. Head)

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why."

Inequalities of households, of socially structured groups, and of nations receive specific treatment. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-432 Sociology of Organizations (3.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to explore local, state, national, and global bureaucracies. The emphasis is on social structure, policy, and change in organizational environments. Through analysis of the development and spread of large scale organizations, we understand more fully how the behavior of populations may be controlled.

Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-433 Sociology of Education (3.00 cr.)
(Varies-Contact Dept. Head)

This course will analyze the complex mutual influences between education, social class, race, gender, and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU-232 may serve as a prerequisite for students without a 200-level sociology course. Prerequisites: take SOC-230 SOC-231 SOC-260 or EDU-232.

SOC-471 Sociology Service Project (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No less than 50 hours of service must be completed, along with written reports connecting the experiential lessons to central themes or theories in sociology. Pass/Fail grading only. Prerequisites: take 12 credits; from Subject SOC.

SOC-472 Sociology Literature Review (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and minors, and should be taken just prior to SOC-496. Pass/Fail grading only.

SOC-473 Prof Developments in Sociology (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This seminar examines the practice of sociology as a profession and its applications to a variety of careers and situations. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are readings and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail grading only.

SOC-489 Social Theory (3.00 cr.)
(Fall, Course Offered Every Year)

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

SOC-496 Seminar in Sociological Analysis (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites: take SOC-374 SOC-375 SOC-472.

SOC-498 Honors Thesis in Sociology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: # take 3 credits from Subject SOC from Level 200 # take SOC-374 SOC-375.

SOC-499 Research in Sociology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: # take 3 credits from Subject SOC from Level 200 # take SOC-374 SOC-375.

SPANISH

SPA-101 Elementary Spanish I (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: take SPA-101.

SPA-103 Structural Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish for students who had two years of high school Spanish, but who do not qualify for SPA-205. Independent language laboratory work required each week.

SPA-205 Intermediate Spanish I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings.

Independent language laboratory work required each week. Prerequisites: take SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion [in Spanish] of texts of moderate difficulty.

Independent language laboratory work required each week. Prerequisites: take SPA-205.

SPA-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: take SPA-205 SPA-206.

SPA-303 Civilization of Spain (3.00 cr.)
(Fall, Even-Numbered Years Only)

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music.

SPA-304 Spanish American Civilization (3.00 cr.)
(Fall, Odd-Numbered Years Only)

History of the Hispanic-speaking countries and the impact of their culture in the fields of art, religion, literature and music.

SPA-305 Spanish Phonetics & Phonology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: take SPA-205 SPA-206.

SPA-306 Adv. Grammar, Comp, Linguistics (3.00 cr.)
(Spring, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisites: take SPA-205 SPA-206.

SPA-307 Advanced Conversation (3.00 cr.)
(Spring, Course Offered Every Year)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: take SPA-305 SPA-306.

SPA-308 Readings in Hispanic Lit (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisites: take SPA-205 SPA-206.

SPA-350 Spanish Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take 1 group (take SPA-205 SPA-206 /take SPA-305 SPA-306).

SPA-351 The Development of Poetry (3.00 cr.)
(Fall, Even-Numbered Years Only)

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis. Selections are read in chrono-

logical order, and each poem is situated in its period and literary movement. Selections from both the epic "El Cid" and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inez de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Prerequisites: take SPA-305 SPA-306.

SPA-352 The Development of Theater (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inez de la Cruz, Usigli, Elena Garro, and Garcia Lorca. Prerequisites: take SPA-305 SPA-306.

SPA-353 Development of Short Fiction (3.00 cr.)
(Spring, Even-Numbered Years Only)

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/near-native speakers of Spanish. Selections will be read in chronological order and will be situated in their own historical and literary periods. A variety of periods and styles will be represented, including such authors as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inez de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Octavio Paz, and Rosario Castellanos. Prerequisites: take SPA-308.

SPA-354 Development of Long Narrative (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A chronological survey of the long Spanish narrative, covering developments in both the Spanish Peninsula and Latin America. Selected chapters from the proto-novel, "La Celestina," passages from "Don Quijote," and excerpts from other novels will be read. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisites: take SPA-308.

SPA-498 Honors Thesis in Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

SOCIAL WORK

SWK-241 Intro to Soc Wrk & Soc Welfare (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test their interest in social work through completion of 30 hours of volunteer work in a social welfare agency.

SWK-299 Intro Research in Social Work (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: take SWK-241.

SWK-302 Social Policy Analysis (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisites: take SWK-241 POL-100.

SWK-304 Generalist Pract W/Individuals (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the generalist model of social work practice with an emphasis on application of a strengths-based approach to achieve planned change with individuals. The development of professional oral and written communication skills is emphasized as is developing a working understanding of professional values and ethics. Open to social work majors only. Prerequisites: take 1 group (take SWK-241 SWK-307 /take SWK-241 SWK-308).

SWK-305 Generalist Pract W/Families (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and develop and test skills in applying generalist interventive techniques to practice with families.

Consideration is given to professional values and ethics and to adaptation of techniques to facilitate work with minority and ethnic families. Open to social work majors only. Prerequisites: take SWK-241 SWK-304 SWK-307 SWK-308.

SWK-307 HBSE: Infancy - Adolescence (3.00 cr.)
(Fall and Summer, Odd-Numbered Years Only)

Use of systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of infancy through adolescence are covered. Prerequisites: take SOC-230 PSY-100 BIO-101. Corequisite courses: SWK-241.

SWK-308 HBSE: Adulthood Thru Aging (3.00 cr.)
(Spring and Summer, Even-Numbered Years Only)

Use of a systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adulthood through aging are covered. Prerequisites: take PSY-100 SOC-230 BIO-101. Corequisite courses: SWK-241.

SWK-309 Research Prin & Stats for SWK (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential and correlation statistics are introduced and students practice application of evaluative research principles and statistics with appropriate computer software. Values and ethics in research are also emphasized.

SWK-311 Prep For SWK Field Placement (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students will be assisted in the selection of a social work field placement and in the completion of the application

and interview process. The professional values, knowledge, and skill necessary for a successful field placement experience will be reviewed. Students must complete a pre-placement experience in their field agency. Open to social work majors only. Pass/fail grading only. Prerequisites: take SWK-304. Corequisite courses: SWK-401.

SWK-401 Gen Pract W/Com, Org, Groups (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The generalist model of social work practice is implemented in the context of organizations, communities, and groups. Students study organizational theory as it relates to social agencies and theories of community and forms of community practice. Group composition, process, and uses in social agency and community settings are covered. Concepts of ethical decision making are introduced and students practice consensus building and work group leadership skills. Open to social work majors only. Prerequisites: take 1 group (take SWK-241 SWK-304 SWK-307 /take SWK-241 SWK-304 SWK-308). Corequisite courses: SWK-311.

SWK-402 Social Work Field Experience (12.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in a qualified social agency. Open to social work majors only. Requires approval of Director of Field Education. Fee: \$300. Prerequisites: # take SWK-241 SWK-302 SWK-307 SWK-308 SWK-309 SWK-311 # take SWK-304 SWK-305 SWK-401 minimum grade C. Corequisite courses: SWK-403.

SWK-403 Field Placement Seminar (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Students meet weekly for an integrative seminar designed to assist them in applying social work theory and ethics in social work settings. Students also complete an evaluation of practice research project based on their work in the field placement agency. Written assignments are required to demonstrate integration of knowledge and practice. Open to social work majors only. Requires approval of the Director of Field Education. Instructor's consent required. Corequisite courses: SWK-402.

SWK-405 Selected Topics in Social Work (3.00 cr.)
(Varies-Contact Dept. Head)

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social

work in private industry, medical social work, child welfare, long term care of the aged, and social work in mental health settings.

SWK-498 Honors Thesis in Social Work (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: take SWK-309.

WK-499 Research in Social Work (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: take SWK-309.

THEATRE

THE-114 Introduction to Theatre (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

THE-130-THE142 Theatre Practica
(1.00 cr. hour for each section, listed below)
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical theatre experience through production of performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Instructor's consent required for each section, listed below.

- THE-130 Performance
- THE-131 Directing
- THE-132 Assistant Directing
- THE-133 Lighting
- THE-134 Sound
- THE-135 Costuming
- THE-136 Makeup
- THE-137 Stage Management
- THE-138 Scenery
- THE-139 Design
- THE-140 House Management
- THE-141 Publicity
- THE-142 Box Office

THE-214 Creative Dramatics (3.00 cr.)
(Spring, Course Offered Every Year)

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

THE-224 Acting I (3.00 cr.)
(Spring, Course Offered Every Year)

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system including relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work, plus applying the basics of scoring, is also explored. May be taken without prerequisite course with instructor's consent. Prerequisites: take THE-114.

THE-244 Fundamental Concepts — Theatre (1.00 cr.)

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized.

THE-245 Stagecraft (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent.

Prerequisites: take THE-114.

THE-246 Lighting and Sound (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent.

Prerequisites: take THE-245.

THE-247 Costume and Makeup (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-245.

THE-316 Hist. Theatre Classic-Romance (3.00 cr.)
(Fall, Even-Numbered Years Only)

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisites: take THE-114.

THE-317 His. of Theatre Modern-Contemp (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114.

THE-320 Puppetry (3.00 cr.)
(Spring, Even-Numbered Years Only)

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwrighting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent.

Prerequisites: take THE-114.

THE-324 Acting II (3.00 cr.)
(Fall, Course Offered Every Year)

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisites: take THE-224.

THE-335 Scenic Design and Painting (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114 THE-245.

THE-350 Modern Drama (3.00 cr.)
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisites: take ENG-201.

THE-425 Directing (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisites: take THE-114.

THE-490 Project: Area of Special (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization [performance, production, management, etc.]. Instructor's consent required.

THE-496 Seminar in Musical Theatre (3.00 cr.)
(Fall, Odd-Numbered Years Only)

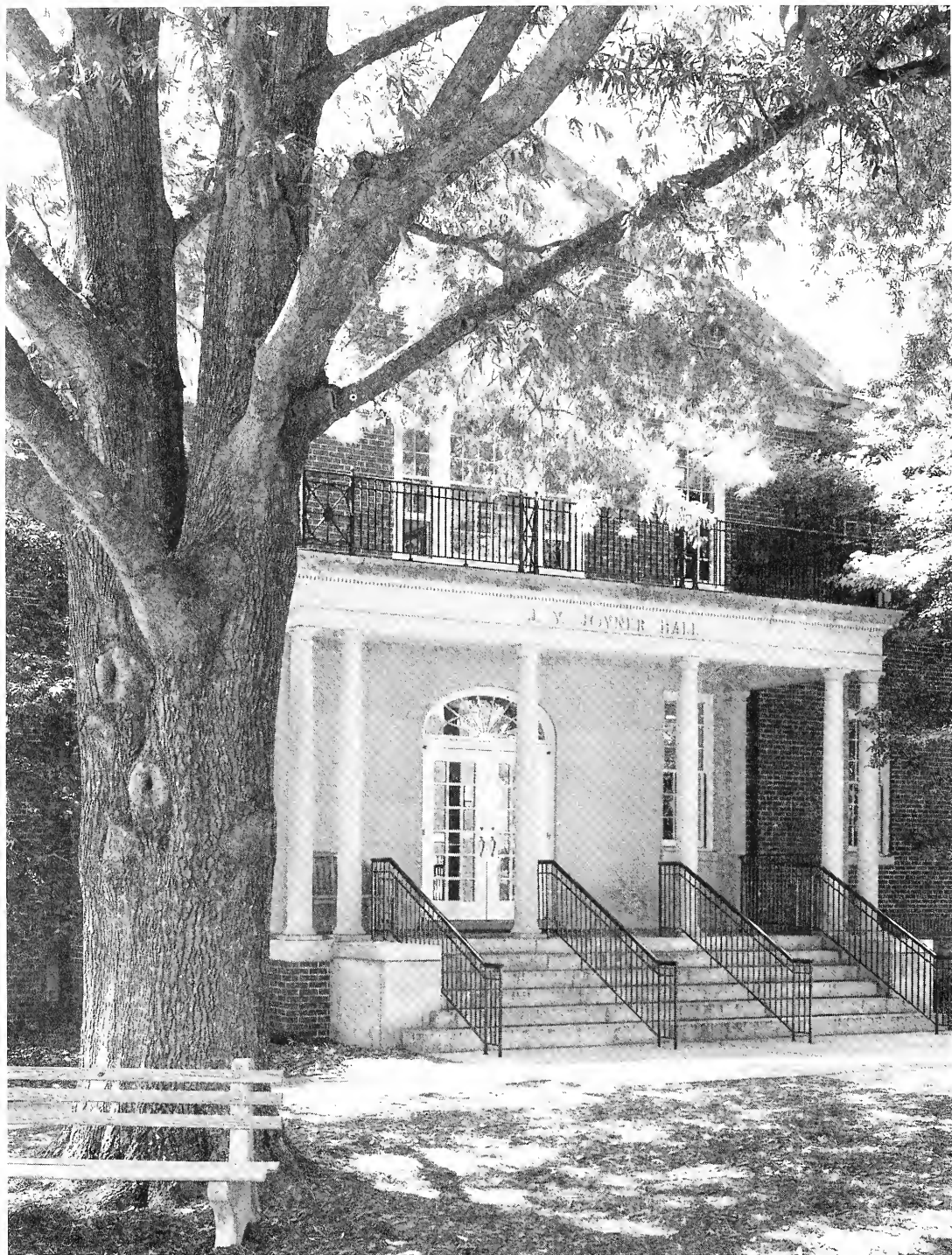
Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114.

THE-499 Intern: Area of Specialization (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114.

THE-735 Methods of Teaching Theatre (3.00 cr.)
(Fall, Course Offered Every Year)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisites: take THE-214.



Meredith College

A PROFILE

Character

Largest private, four-year college for women in the Southeast. Emphasis on the liberal arts. Founded by North Carolina Baptists; chartered in 1891.

Student Body 2001-2002

Total enrollment is 2,466. Undergraduate students include 2,042 degree candidates (48% campus residents, 52% commuting students) and 265 non-degree students taking credit courses. Graduate students include 109 degree candidates, 11 dietetic internship students, and 39 post-baccalaureate students taking credit courses. Students are from 26 states and 20 foreign countries. Programs for degree-seeking adult students. Also, there were 1,974 registrations in continuing education courses.

Campus

225 acres of land and tall oaks, set amidst the excitement and activities of a capital city and the Research Triangle Park, an area boasting approximately 90,000 college students. 1,200-seat amphitheater on lake site. Students reside in seven residence halls. There are eight classroom buildings, and a new state-of-the-art science and mathematics building is scheduled to open in 2003. Other facilities include the Carlyle Campbell Library (over 140,634 volumes, 74,908 microforms, 12,232 audio-visual materials, and 2,705 journal and newspaper subscriptions), music library, art galleries, research greenhouse, music practice rooms, 600-seat auditorium, theater, concert hall, student center, computer labs, child care lab, learning center, autism lab, astronomy observation deck, indoor swimming pool, fitness center, dance studio, lighted outdoor tennis courts, putting green and soccer field. A campus-wide network provides e-mail, Internet access, and ALIS (Library Computer System) access. Computers connected to campus network are in each residence hall and student center. Intranet is available for campus-network users.

Academic Characteristics

Undergraduate student-faculty ratio approximately 11:1. Average class size 17. 141 full-time and 141 part-time professors. 79% of full-time professors have earned doctoral or other terminal degrees. 69% of full-time faculty is female, 31% is male. Three year average of 83% of freshmen return for their sophomore year. The average graduation rates for full-time, first-time freshmen who entered Meredith in 1992, 1993, 1994, and 1995 are 58.6% completing within four years, 65.6% finishing within five years, and 67.2% graduating within six years.

Accreditation and Degrees

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Social Work, Master of Business Administration, Master of Education, Master of Health Administration, Master of Music, and Master of Science in Nutrition.

It is also accredited by the National Association of Schools of Music, Council on Social Work Education, North Carolina Department of Public Instruction, National Council for Accreditation of Teacher Education, Foundation for Interior Design Education and Research. The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internship Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone number 312-399-4876). The Paralegal Program (a non-credit, postbaccalaureate certificate program) is approved by the American Bar Association.

Recognition

U.S. News & World Report — 2002 Top 10 ranking among Southern Regional Colleges and Universities. Octameron Associates — *Named one of the Best 201 Colleges in the Real World.*

Special Programs

Study abroad options include a summer program in Italy, Switzerland, and England; plus a variety of semester and year-long travel opportunities throughout the world. Internships and Cooperative Education available in all areas of study. Honors and Teaching Fellows programs. Undergraduate Research Program. Laptop computer requirement for freshmen, beginning Fall 2001. United Nations Semester, Washington, D.C. Semester, and New York City Semester. Pre-professional programs and teacher education offered. Cooperating Raleigh Colleges consortium allows students to take courses at the four other colleges and universities in Raleigh.

In Addition, Meredith offers extensive co-curricular opportunities, including a strong system of student government, over 90 clubs and organizations, various performing groups and give intercollegiate athletic teams. There are numerous leadership development programs such as Emerging Leaders workshops and a campus-based LeaderShape program.

Community Involvement

Meredith makes available the use of its facilities to off-campus groups. Over 100,000 people attend functions on the Meredith campus each year.

Meredith students, faculty and staff also reach out to the community through numerous volunteer and service projects. Examples include the MeredithREADS literacy program and Habitat for Humanity. Each year the College hosts a volunteer service fair involving representatives from a wide variety of community agencies to help students learn about volunteer opportunities.

Career Preparation

The College offers career planning seminars, vocational interest testing, experiential opportunities, information on graduate and professional schools, access to over 300 employers, and other services to help students develop a clear career path. Surveys of new graduates typically indicate that within six months after graduation 98% of respondents seeking employment have found positions.

Financial Assistance

Meredith expects to meet a high percentage of need through a combination of scholarships, grants, loans and work study. Music, art, interior design and academic scholarships available. Teaching Fellow and Baptist scholarships available for eligible NC students. In 2001-2002, Meredith coordinated approximately \$14.9 million in financial assistance for 2,013 students.

Consumer Information

Meredith is happy to provide students with information about financial assistance programs and policies, graduation and persistence statistics, and campus safety and security reports. Information may be requested from the Office of Admissions.

COLLEGE DIRECTORY

THE CORPORATION, 2002

— Officers

MAUREEN A. HARTFORD

President

N. JEAN JACKSON

Vice President for Student Development

(also serves as secretary)

TBA

Vice President for Institutional Advancement

ROSALIND R. REICHARD

Vice President for Academic Affairs

WILLIAM F. WADE, JR.

Vice President for Business and Finance

(also serves as treasurer)

BOARD OF TRUSTEES

— Officers

MICHELLE RICH

Chair

GENE LANGLEY

Vice Chair

GEORGE GRIFFIN

Vice Chair, Business and Finance

GARY TRAWICK

Vice Chair, Board Affairs

SUZANNE REYNOLDS

Vice Chair, Academic and Campus Life

FAYE BROYHILL

Vice Chair, Outreach

— Executive Committee

MICHELLE RICH

Chair

GENE LANGLEY

Vice Chair

BARBARA ALLEN

FAYE BROYHILL

GEORGE GRIFFIN

ALEX HOLMES

VIRGINIA PARKER

TRACY PARKS

SUZANNE REYNOLDS

GARY TRAWICK

— Term Expiration June 30, 2003

BARBARA ALLEN

Raleigh

AGNES GOLDSTON

Raleigh

EVERETT HENRY

Lumberton

WILLIAM LAWRENCE

Sanford

TRACY PARKS

Pinehurst

SANDRA PAUL

Raleigh

JOYCE RUDISILL

Charlotte

FRED WILLIAMS

Greensboro

BRAD WILSON

Cary

— *Term Expiration June 30, 2004*

JO ELLEN AMMONS
Raleigh
FAYE BROYHILL
Lenoir
RENEE DOBBINS
Durham
WILLIAM JOHNSON
Raleigh
VIRGINIA PARKER
Raleigh
SUZANNE REYNOLDS
Winston-Salem
TAMARA ROBB
Charlotte
EARL SPANGLER
Shelby
PAULA STEWART
Durham
GARY TRAWICK
Burgaw

— *Term Expiration June 30, 2005*

YVETTE BROWN
Chambersburg, PA
HOPE CONNELL
Raleigh
LEO DAUGHTRY
Smithfield
ROBERT EAVES
Chapel Hill
GEORGE GRIFFIN
Havelock
ALEX HOLMES
Raleigh
JUDITH LEGRAND
Raleigh
ABRAHAM OUDEH
Dunn
MICHELLE RICH
Raleigh
LOU TIPPETT
Fayetteville

— *Term Expiration June 30, 2006*

ELIZABETH BEAM
Raleigh
ANNE DAHLE
Raleigh
GIGI GIER SCH
Raleigh
ANN GOODNIGHT
Cary
JEFF HOCKADAY
Cary
GENE LANGLEY
Raleigh
EARL POPE
Charlotte
JOYCE PORTER
Elizabeth City
CAROL SLOAN
Raleigh
ED VICK, JR.
Raleigh

— *Trustees Emeriti*

GEORGE V. MCCOTTER
Winston-Salem
MARGARET W. PARKER
Winston-Salem
CLAUDE B. WILLIAMS, JR.
Durham

ALUMNAE ASSOCIATION BOARD**—Officers 2002-2003***(Date following name indicates year of graduation)*

LYNN JONES ENNIS, 1975

President

DEBORAH DOVE SMITH, 1980

President Elect

DAPHNE O'NEAL-SAMUELSSON, 1997

Secretary

DOROTHY VADEN ASHWORTH, 1973

Vice President for Outreach

LOU PERRY TIPPETT, 1962

Trustee Representative

CINDY L. QUICK, 1997

23+ Representative

VANESSA GOODMAN BARNES, 1988

Vice President for Programs

MARY BETH DEATON, 1989

*Vice President for Gifts***—Directors at Large**

ANNETTE BAILEY, 1979

Marietta, GA

PEGGY BEALE, 1977

Norfolk, VA

NANCY WILLIAMS CHEEK, 1963

Chapel Hill

SAMANTHA BOONE KILPATRICK, 1993

Raleigh

PAMELA MITCHELL RILEY, 1973

Durham

AUDREY LOCKE SHEARIN, 1987

Enfield

REBECCA ASKEW, 1976

Raleigh

JANE CATE FOWLER, 1953

Zebulon

SUZANNE HAGE, 1990

Raleigh

JOANNA MANIKAS HALSEY, 1991

Richmond, VA

MARSHA McCUTCHEN HEWITT, 1973

Bishopville, SC

TRACEY SALTER LEARY, 1994

Richlands

MARTHA STEPHENSON, 1972

Boone

FACULTY, 2001-2002

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

SIDNEY ADKINS, Ed.D. (Spring 2001)

Dean, School of Business

B.S., Appalachian State University; M.Ed., Shippensburg State University; Ed.D., University of Virginia

ALAN I. AMMANN, D.B.A. (1990)

Associate Professor of Business

B.S., M.B.A., D.B.A., Mississippi State University.

LYN G. AUBRECHT, Ph.D. (1974)

Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (1984)

Professor of Art

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

MAUREEN BANKER, A.M. (1984)

Associate Professor of Art

A.B., Meredith College; A.M., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

CYNTHIA BISHOP, Ph.D. (1977)

Professor of Social Work

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

JOYCE BLACKWELL-JOHNSON, Ph.D. (2001)

Assistant Professor of History & Politics

A.M., A.B., University of North Carolina at Chapel-Hill.

M. TONY BLEDSOE, Ed.D. (1981)

Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, Ph.D. (1966)

Professor of Mathematics

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

SUZANNE BRITT, A.M. (1987)

Assistant Professor of English

A.B., Salem College; A.M., Washington University

CAROL BROWN, M.S. (1983)

Associate Professor of Physical Education

B.S., Colorado State University; M.S., Smith College.

LORI ANN BROWN, Ph.D. (1992)

Associate Professor of Sociology

A.B., University of Louisville; A.M., Temple University; Ph.D., Indiana University.

REBECCA BRYANT, Ph.D. (2001)

Assistant Professor of Human Environmental Sciences

B.G.S., M.S., Ball State University; Ph.D., Purdue University.

ANN BURLEIN, Ph.D. (1997)

Assistant Professor of Religion

A.B., St. John's College; A.M., Holy Names College; A.M., University of Chicago; Ph.D., Duke University.

MARTHA BURPITT, Ph.D. (1991)

Associate Professor of Human Environmental Sciences

B.F.A., M.F.A., Ph.D., University of Georgia.

WILLIAM BURPITT, Ph.D. (1999)

Associate Professor of Business

A.B., M.B.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

SILVIA BYER, A.M. (1996)

Instructor of Foreign Languages and Literatures

A.B., Università di Torino-Italy; A.M., University of North Carolina at Chapel Hill

MELINDA CAMPBELL, Ph.D. (1992)

Associate Professor of Physical Education

B.S., Gardner-Webb College; M.S., Indiana University; Ph.D., University of North Carolina at Greensboro.

MARIE CHAMBLEE, Ph.D. (1977)

Professor of Health and Physical Education

B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

V. GLENN CHAPPELL, Ph.D. (1991)

Associate Professor of Business

B.S., North Carolina State University; Ph.D., University of Tennessee.

MARY CLANCY, Ph.D. (1998)

Associate Professor of Physical Education

B.S., University of Wisconsin; A.M., New Mexico University; Ph.D., University of South Carolina.

KATHRYN CLARK, Ph.D. (1992)

Associate Professor of Human Environmental Sciences

B.S., M.S., Ph.D., UNC-Greensboro.

MARGARET CLARY, M.Ed. (2001)

Interim Director, Teaching Fellows

A.B., Limestone; M.Ed. Meredith College

GWENDOLYN CLAY, Ph.D. (1985)

Professor of Mathematics

B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

ROBIN COLBY, Ph.D. (1988)

Associate Professor of English

A.B., Meredith College; A.M. North Carolina State University; Ph.D., Duke University.

CAMMEY COLE, Ph.D. (2001)

Assistant Professor Mathematics

B.S., Duke University; M.S., Ph.D., North Carolina State University.

ALYSON W. COLWELL-WABER, M.F.A. (1984)

Associate Dean for Academic Affairs

Professor of Dance

B.S., Pennsylvania State University; M.F.A., Arizona State University.

VILMA CONCHA, Ph.D. (2000)

Assistant Professor of Foreign Languages and Literatures

Licenciatura, Universidad de Narino, Pasto, Colombia, S.A.; A.M., Ph.D., State University of New York

CANDIS COXE, A.M. (1995)

Assistant Professor of Foreign Languages

A.B., Bucknell University; A.M., University of North Carolina at Chapel-Hill.

JOHN W. CREAGH, Ph.D. (1984)

Associate Professor of Communication

A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

LESLIE ANN CREEK (2001)

Computer Applications Specialist in Mathematics/Computer Science

A.B., Elon College; M.L.I.S., University of North Carolina at Greensboro.

JANE CROWLEY, M.F.A. 92001)

Assistant Professor of Human Environmental Sciences

A.B., Hollins College; M.F.A., Maryland Institute.

FRANCIE CUFFNEY, Ph.D. (1993)

Assistant Professor of Biology

A.B., Oberlin College; M.S., University of Louisiana; Ph.D., University of Georgia.

CHARLES A. DAVIS, Ph.D. (1967)

Professor of Mathematics

B.S., M.A.M., Ph.D., North Carolina State University.

ZULAL DENAUX, Ph.D. (2001)

Assistant Professor of Business

A.B., University of Ankara (Turkey); M.B.A., New Hampshire College; M.Ed., Ph.D., North Carolina State University.

PAM DENNING, M.S.W. (1999)

Sociology

M.S.W., East Carolina University.

DEBORA DeOLIVERIA, Ph.D. (2000)

Assistant Professor of Foreign Languages and Literatures

A.B., University of Puerto Rico; A.M., Ph.D., University of Rochester.

STEPHANIE DEJONG, D.M.A., (2001)

Assistant Professor of Music

Mus.B., University of North Carolina at Greensboro; M.M., Rice University; D.M.A., University of South Carolina.

JANE DITTMAN, J.D. (2001)

Vice President for Institutional Advancement

A.B., Salem College; J. D. Wake Forest University

REBECCA DUNCAN, Ph.D. (1997)

Assistant Professor of English

A.B., A.M., The Ohio State University; A.M., University of South Florida; Ph.D., Florida State University.

CYNTHIA EDWARDS, Ph.D. (1991)

Associate Professor of Psychology

A.B., Wake Forest University; A.M., Ph.D., University of North Carolina at Chapel Hill.

DIANE R. ELLIS, Ph.D. (1982)

Professor of Human Environmental Sciences

A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

SARAH ENGLISH, Ph.D. (1979)

Professor of English

A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

CHRIS ESCHBACH, Ph.D. (2001)

Assistant Professor of Physical Education

B.S., Western Illinois University; M.S., Ph.D., University of Southern Mississippi.

DOREEN FAIRBANK, Ed.D. (1991)

Associate Professor of Psychology

A.B., A.M., Rutgers University; Ed.D., University of Alabama.

MELINDA FINE, M.F.A. (1998)

Instructor of Art

A.B., M.F.A., University of North Carolina at Greensboro

CAROL FINLEY, M.F.A., (2001)

Instructor of Dance

B.E.D.A., North Carolina State University; M.F.A., Ohio State University.

LINDA FITZ-SIMONS, M.F.A.. (1988)

Associate Professor of Art

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro.

JAMES C.B. FOGLE, Ph.D. (1977)

Professor of Music

A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

CLYDE C. FRAZIER, Ph.D. (1982)

Professor of Politics

A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

LISA FREDENBURGH, D.M.A. (1996)

Assistant Professor of Music

A.B., Luther College; M.M., M.M., D.M.A., University of Arizona.

ROSALIE P. GATES, Ph.D. (1965)

Professor of History

A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)

Professor of English

A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

ANN GLEASON, M.Ed. (1997)

Dean of Students

A.B., Quincy College; M.Ed., Auburn University

JANE GLEASON, Ph.D. (1994)

Associate Professor of Education

B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

KAREN GLUMM, Ph.D. (1994)

Assistant Professor of Sociology

A.B., A.M., Eastern Illinois University; Ph.D. University of Texas.

ELLEN B. GOODE, Ed.D. (1976)

Professor of Human Environmental Sciences

B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

ELLEN GRADEN, Ph.D. (1996)

Assistant Professor of Education

A.B., Murray State University; A.M., University of Kentucky; Ph.D., Wright State University.

ELOISE GRATHWOHL, Ph.D. (1990)

Professor of English

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

LARRY L. GRIMES, Ph.D. (1981)

Professor of Biology

B.S., M.S., Ph.D., North Carolina State University.

JOSEPHINE GUGLIELMI, Ph.D. (1987)

Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University.

CAROLYN HAPPER, Ph.D. (1986)

Associate Professor of History

A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill.

MAUREEN A. HARTFORD, Ed.D. (1999)

President

A.B., A.M., University of North Carolina at Chapel Hill; Ed.D., University of Arkansas

CARL HATCHELL, M.A.T. (1988)

Assistant Professor of Physical Education

B.S., Mars Hill College; M.A.T., University of North Carolina at Chapel Hill.

CAROL HAYES, M.F.A., (2001)

Assistant Professor of Art

B.S., Mary Washington College; M.F.A., University of North Carolina at Greensboro.

CAROL HAZARD, Ph.D. (1996)

Assistant Professor of Chemistry

A.B., University of St. Thomas; M.S., University of Texas; Ph.D., University of North Carolina at Chapel Hill.

DAVID HEINING-BOYNTON, Ph.D. (1989)

Professor of Psychology

A.B., University of South Florida; A.M., Ph.D., The Ohio State University.

AMY HITLIN, M.S. (2001)

Director of Academic Advising

A.B., Washington University; M.S. Indiana University.

CARRIE HOLLAND, A.M. (1996)

Instructor of Foreign Languages and Literatures

A.B., University of Texas at Austin; A.M., Middlebury University

JENNIFER HONTZ, Ph.D. (2000)

Assistant Professor of Mathematics

B.S., B.S., Ph.D., North Carolina State University

ROSEMARY T. HORNAK, Ph.D. (1977)

Professor of Psychology

A.B., Wheeling Jesuit University; A.M., Ph.D., The Ohio State University.

DEBORAH HORVITZ, M.S.Ed. (2001)

Director of Graduate Studies

B.S., Boston University; M.S., Lesley College

R. JOHN HUBER, Ph.D. (1974)

Professor of Psychology

A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

JEAN JACKSON, Ph.D. (1983)

Vice President for Student Development

Professor of English

A.B., Meredith College; A.M., Ph.D. University of Illinois.

ALISA JOHNSON, Ph.D. (1998)

Assistant Professor of English

A.B., Guilford College; A.M., Ph.D., University of North Carolina at Chapel Hill.

SUE E. KEARNEY, A.M. (1966)

Dean of Enrollment Planning and Institutional Research

A.B., Meredith College; A.M., Wake Forest University.

JOHN W. KINCHELOE, III, A.M. (1985)

Media Specialist

A.B., University of Richmond; A.M., University of Virginia.

VIRGINIA KNIGHT, Ph.D. (1987)

Professor of Mathematics

A.B., DePauw University; A.M., Ph.D., University of Oregon.

BARRETT E. KOSTER, (2000)

Assistant Professor of Computer Science

B.S., Swarthmore College; M.S., Duke University; Ph.D., North Carolina State University.

MARY KOVELL, M.S. (2000)

Assistant Professor of Physical Education

B.S., M.S., Ball State University

VIVIAN KRAINES, Ph.D. (1979)

Professor of Mathematics

A.B., Ph.D., University of California.

JEROD KRATZER, Ph.D. (1986)

Professor of Education

B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

WILLIAM LANDIS, Ph.D. (1996)

Associate Professor of Human Environmental Sciences

B.S., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro.

ALMA LANE LEE, M.Ed. (1993)

Director of Teaching Fellows Program

B.S., University of North Carolina at Greensboro; M.Ed., Meredith College.

CHARLES P. LEWIS III, Ph.D. (1980)

Associate Professor of Chemistry

B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

M.BLAIR LIGON, M.P.D. (2001)

Assistant Professor of Art

A.B., University of Florida; M.P.D., North Carolina State University.

GRAY LIGON, Ph.D. (1995)

Associate Professor of Business

B.S., University of Alaska; J.D. University of Puget Sound, M.I.M., American Graduate School of International Management; Ph.D., University of Tennessee.

ROSE J. LIPPARD, M.B.A., J.D. (1989)

Assistant Professor of Business

A.B., Meredith College; M.B.A., American University; J.D., George Washington University.

KENT LYMAN, D.M. (2000)

Associate Professor of Music

B.M., University of Utah; M.M., D.M., Indiana University

W. DAVID LYNCH, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's

Certificate, Eastman School of Music of the University of Rochester; additional study, Akademie "Mozarteum," Salzburg, Austria; Syracuse University; Duke University.

VERONIQUE MACHELIDON, Ph. D. (2001)

Assistant Professor of Foreign Languages

A.B., Liege university (Belgium); A.M., University of Illinois at Urbana; Ph.D., University of North Carolina at Chapel-Hill.

PEGGY MAILLET, M.S.W. (2001)

Instructor of Sociology and Social Work

A.B., Marquette University; M.S.W., Tulane University.

SHARON MALLEY, A.M. (2001)

Instructor/ Athletic Trainer of Heath and Physical Education

A.B., California State University at Long Beach; A.M., University of North Carolina at Chapel-Hill.

ALLEN McALEXANDER, Ph.D. (2001)

Assistant Professor of Biology

A.B., B.S., North Carolina State University; Ph. D., Johns Hopkins University.

MONICA McKINNEY, Ph.D. (2000)

Assistant Professor of Education

A.B., Ph.D., University of North Carolina at Chapel Hill

JOHN MECHAM, Ph.D. (2000)

Professor of Biology

B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

BETH A. MULVANEY, Ph.D. (1989)

Assistant Professor of Art

A.B., State University of New York, Buffalo; A.M., Ph.D., University of North Carolina at Chapel Hill.

SUSAN GANDY MUNROE, Ph.D. (1998)

Assistant Professor of Human Environmental Sciences

B.S., M.S., Florida State University-Tallahassee; Ph.D., University of Tennessee-Knoxville

JANET NELSON, Ph.D. (2000)

Assistant Professor of Religion

B.F.A., Emerson College; A.M., University of South Florida; Ph.D., Syracuse University

CARRIE NICHOLS, M.L.S. (1994)

Catalog Librarian

A.B., M.L.S., North Carolina Central University.

HARRIETT NITTOLO, Ph.D. (1997)

Assistant Professor of Foreign Languages

A.B., East Carolina University; A.M., Ph.D., University of North Carolina at Chapel Hill.

MICHAEL NOVAK, Ph.D. (1987)

Professor of History

A.B., Denison University; A.M., Ph.D., Harvard University.

REBECCA J. OATSVALL, Ph.D. (1984)

Professor of Business

B.S., M.Acc., Ph.D., University of South Carolina.

MARK O'DeKIRK, Ph. D. (2001)

Assistant Professor of Psychology

A.B., North Carolina State University; A.M., Ph. D., University of Alabama.

ALLEN F. PAGE, Ph.D. (1973)

Professor of Religion

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)

Professor of Music

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

DAVID PARKER, M.F.A. (1993)

Associate Professor of Art

A.A., Campbell University; A.B., M.F.A. East Carolina University.

WETONAH PARKER, Ed.D. (1993)

Associate Professor of Education

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

JAMES PEARCE, Ph.D. (2001)

Assistant Professor of English

A.B., A.M., Ph.D., Stanford University

JAMES PEARCE, Ph. D. (2001)

Associate Professor of English

A.B., A.M., Ph. D., Stanford University.

LISA PEARCE, M.F.A. (1996)

Assistant Professor of Art

A.B., Meredith College; M.F.A. University of North Carolina at Greensboro.

THOMAS PENCEK, D.B.A. (1998)

Associate Professor of Business

B.S., State University of New York at Fredonia; M.B.A., D.B.A., Mississippi State University.

CHRISTA PHILLIPS, M.F.A. (1999)

Assistant Professor of Theatre

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro.

JAMES PIAZZA, Ph.D. (1998)

Assistant Professor of History

A.B., Loyola University; A.M., University of Michigan; Ph.D., New York University

PATSY PIERCE, Ph.D. (2000)

Assistant Professor of Human Environmental Sciences

A.B., University of North Carolina at Greensboro; M.S., Ph.D., University of North Carolina at Chapel Hill

BRENT A. PITTS, Ph.D. (1981)

Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Supérieure de Commerce de Lyon.

WALDA POWELL, Ph.D. (1995)

Associate Professor of Chemistry

B.S., M.S., Ph.D., North Carolina State University.

ROSALIND REICHARD, Ph.D. (2000)

Vice President for Academic Affairs

Professor of Mathematics

A.B., Harpur College; M.S., Ph.D., Michigan State University

ROBERT K. REID, Ph.D. (1979)

Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)

Professor of Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

JEAN RICK, M.S. (1994)

Reference Librarian

A.B., Wittenberg University; A.M., West Texas A&M University; M.S., University of North Carolina at Chapel Hill.

CATHERINE B. RODGERS, M.F.A. (1988)

Associate Professor of Theatre

A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

JACK ROLLER, D.M.A. (2000)

Assistant Professor of Music

A.B., M.M., University of Tulsa; D.M.A., University of Kansas

CARLA ROSS, Ph.D. (1998)

Assistant Professor of Communication

A.B., University of Southern Mississippi; M.A., University of Georgia; Ph.D., University of Southern Mississippi.

MARK ROSSO, M.B.A. (1994)

Assistant Professor of Computer Science

A.B., Northwestern University; A.M., Duke University; M.B.A., University of North Carolina at Chapel Hill.

JODY ROUBANIS, Ed. D (2001)

Assistant Professor of Human Environmental Sciences

B.S., California State University at Long Beach; M.Ed., Ed. D., North Carolina State University.

ALICIA A. SCHLINTZ, M.Ed. (1994)

Instructor of Mathematics

B.S., M.Ed., North Carolina State University.

WILLIAM SCHMIDT, Ph. D. (2001)

Assistant Professor of Chemistry

B.S., University of Wisconsin; M.S., Ph. D., University of North Dakota.

JUDITH SCHUSTER, M.S.L.S. (1997)

Assistant Reference Librarian

A.B., M.S.L.S., University of North Carolina at Chapel Hill

SHERRY SHAPIRO, Ed.D. (1989)

Associate Professor of Dance

A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

REGINALD B. SHIFLETT, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)

Professor of Photography and Foreign Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A., C.M.A. (1982)

Assistant Professor of Business

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

CAROL SOROOS, Ph. D. (2001)

Visiting Associate Professor of the School of Business

A.B., Carleton College; M.B.A., Fuqua School of Business (Duke University); Ph. D., Northwestern University.

DOUG SPERO, A. M. (2001)

Assistant Professor of Communication

B.F.A., M.F.A., New York Institute of Technology.

SUSAN SQUIRES, M.S.L.S. (1988)

Reference Librarian

A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, D.S.W. (1973)

Professor of Social Work

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

MARGARITA SUAREZ, M. Div. (2001)

Instructor of Religion and Philosophy

A.B., Fordham University; M. Div., Harvard Divinity School.

JANICE C. SWAB, Ph.D. (1992)

Professor of Biology

B.S. Appalachian State University; M.S., Ph.D., University of South Carolina.

LOUISE TAYLOR, Ph.D. (1978)

Professor of English

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

MARTHA JANE TERRY, M.F.A. (1991)

Assistant Professor of Art

B.F.A., University of North Carolina at Chapel Hill; M.F.A., Tyler School of Art.

MARY L. THOMAS, Ph.D. (1982)

Professor of Foreign Languages

A.B., Ohio University; A.M., Ph.D., University of Michigan; postdoctoral study, University of North Carolina at Chapel Hill.

DEBORAH TIPPETT, Ph.D. (1987)

Professor of Human Environmental Sciences

B.S., M.S., Ph.D., University of North Carolina at Greensboro.

BARBARA TRUE-WEBER, Ph.D. (1988)

Associate Professor of Politics

A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)

Professor of Religion and Philosophy

A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

GREGORY VITARBO, Ph. D. (2001)

Assistant Professor of History and Politics

A.B., Drew University; Ph. D., University of Michigan.

WILLIAM F. WADE, JR., B.S., C.P.A.

Vice President for Business and Finance

B.S., University of North Carolina at Chapel Hill

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

EDWARD M. WALLER, M.S. (1986)

Technical Services Librarian

A.B., Wake Forest University; A.M., Duke University; M.S., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)

Professor of English

A.B., A.M., Ph.D., University of Virginia.

BETTY WEBB, Ph.D. (1971) (1974)

Professor of English, Director of Study Abroad

A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

ELIZABETH A. WEIR, Ed.D. (1988)

Professor of Education

B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

SUSAN B. WESSELS, M.B.A., C.P.A. (1978)

Professor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

ELLEN WILLIAMS, D.M. (1992)

Associate Professor of Music

A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)

Assistant Professor of Education

A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

PAUL WINTERHOFF, Ph.D. (1995)

Associate Professor of Human Environmental Sciences

A.B., Duke University; M.S., Ph.D., University of North Carolina at Greensboro.

ELIZABETH D. WOLFINGER, Ph.D. (1992)

Associate Professor of Biology

B.S., Liberty University; Ph.D., North Carolina State University.

ANNE YORK, Ph.D. (1999)

Assistant Professor of Business

B.S., Elon College; M.S., University of North Carolina at Charlotte; Ph.D., North Carolina State University.

RHONDA M. ZINGRAFF, Ph.D. (1979)

Professor of Sociology

B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

ADJUNCT FACULTY, 2001-2002

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

BENJAMIN ALBERS, A.M. (1998)

Sociology

A.B., Kenyon College; A.M., Duke University

BETTY ADCOCK (1983)

Writer-in-Residence

EMILY ALMASY, M.B.A. (2001)

Business

B.S., Appalachian State University; M.B.A.,

Meredith College

SUZANNE ANDRON, M.L.A. (1988)

Human Environmental Sciences

B.S., Pratt Institute; M.L.A., North Carolina State University.

WILINDA ATCHLEY, A.B. (1987)

Music

A.B., Eastern New Mexico University

DEBRAH BARISH, M.Ag. (1990)

Human Environmental Sciences

B.S., M.Ag. University of Florida.

RALPH BARTELL, M.S. (2001)

Business

A.B., A.M., City University of New York

ALLEN BASALA, M.Econ. (2002)

Business

BS and Master of Econ., Penn State University

DENISE BASSETT, M.B.A. (1998)

Mathematics

B.S., M.B.A., State University of New York at Buffalo.

DAVID BEADLE, M.F.A. (1998)

Instructor of Dance

A.B., Manhattanville College; M.F.A., Ohio State University

RICHARD BEATTY, M.F.A. (1989)

Art

B.S., East Carolina University; M.Ed., M.F.A., University of North Carolina at Greensboro.

FANELLA BELL, A.M. (2002)

Foreign Languages

A.B., Meredith College; A.M., Ohio State University

MARIAH BEST, M.B.A. (2001)

Business

B.S., SUNY at Binghamton; M.B.A., Meredith College

ELLEN BIRCH, M.Ed. (1997)

Mathematics/Computer Science

B.S., M.Ed., North Carolina State University

MELISSA BLACKBURN, A.B. (2002)

Health, Physical Education and Dance

A.B., Meredith College

SARAH BOONE, M.A.T. (Spring 2000)

English

A.B., M.A.T., University of North Carolina at Chapel Hill

LAURA BRADFORD, A.B. (1997)

Physical Education

A.A., Palm Beach Junior College; A.B., Catholic University.

KRISTI S. BREWER, A.M. (1994)

Communication

A.B., B.S., Concord College; A.M., Marshall University.

JENNIFER CALL, A.M. (2002)

Psychology

A.B., Meredith College; A.M., East Carolina University

JOSETTE CALVIGNAC, A.B. (2001)

Foreign Languages and Literatures

A.B., Université des Lettres et des Sciences Humaines

LISBETH B. CARTER, Mus.M. (1994)

Music

Mus.B., Boston Conservatory of Music; Mus.M., Meredith College.

JANET CHERRY, Mus.M. (1988)

Music

Mus.B., Mus.M., Meredith College.

ROD COCKSHUTT, A.B. (1988)

English

A.B., Washington and Lee University.

HELEN COLLIER, M.ED. (1999)

Education

A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

KRISTIN CONRAD, M.Ed. (2002)

Human Environmental Sciences

A.B., State University of New York at Cortland; M.Ed., University of North Carolina at Chapel Hill

MITZI COOK (1998)

Human Environmental Sciences

M.R., North Carolina State University.

REBECCA CORBIN, M.P.A. (2002)

History and Politics

A.B., Kent State University; M.P.A., The University of Akron

RANDOLPH COX, PH.D. (2001)

Foreign Languages and Literatures

A.B., University of Richmond; A.M., Ph. D., University of Wisconsin at Madison

ANITA CROSMUN, A.M. (2001)

Music, Communication, and Theatre

A., B., A.M., University of South Florida

WALLACE CRUMPLER, M.L.Sci. (1995)

Biology

B.S., North Carolina State University; M. Life Sciences, North Carolina State University.

JOHN DEAL, A.B., (2001)

Business

A.B., University of North Carolina at Charlotte

KAREL DiFRANCO, M.S. (1998)

Psychology

B.S., M.S., State University College at Buffalo; M.S., Niagara University.

SUZANNE DORSEY, A.M. (1992)

Education

B.S., University of Missouri; A.M. Bradley University.

SUSAN DRURY-RHONER, M.S. (1999)

Physical Education

A.B., University of California; M.S., California Polytechnic State University.

JANIS DUPRE, Mus.M. (1994)

Music

Mus.B., Mus.M., Florida State University.

DON EAGLE, (1986)

Music

Undergraduate Study, University of North Carolina at Chapel Hill, private study

SUE ETHERIDGE, A.M. (2002)

Psychology

B.S., Atlantic Christian College; A.M., Norwich University

KRISTY EUBANKS, M.B.A. (2001)

Business

A.B., University of North Carolina at Charlotte; M.B.A., Meredith College

MARGARET EVANS, Mus.D. (1994)

Music

Mus.B, University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

LELAND FOGLEMAN, D. Psy. (2001)

Psychology

D. Psy., California School of Professional Psychology

KATHERINE FOLLETT, Ph.D. (2001)

Psychology

A.B., A.M., Ph.D., North Carolina State University

DANA FRIEDLI, Mus.M. (1994)

Music

Mus.B., Mus.M., Mannes College of Music.

ELLIOTT GAFFER, M.A. T. (Sp. 2000)

Foreign Languages

B.A., University of Massachusetts; M.A.T., Brown University.

MARGARET E. GARRISS, Mus.M. (1989)

Music

Mus.B., Meredith College; Mus.M., Meredith College.

ELIZABETH GILLELAND, Ph.D.(1990)

Psychology

A.B., Furman University; M.S., Ph.D., North Carolina State University.

JIMMY GILMORE, Mus.M. (1994)

Music

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Julliard School of Music.

ELEANOR GOETTEE, M.S. (2002)

Education

A.B., University of North Carolina at Greensboro; M.S., North Carolina State University

LYNN GREGORIO, Ph.D. (1998)

Mathematics

B.S., M.S., Ph.D., North Carolina State University.

AMY GRISWOLD, A.M. (1999)

English

A.B., A.M., Baylor University

KELLIE HAGEWEN, Ph.D. (2001)

Sociology and Social Work

A.B., Adams State College; A.M., Kansas State University; Ph.D., Duke University

PATSY HANFORD, A.B. (1995)

Communication

A.B., Barton College

ALISON HANNAH, M.A.Ed. (1999)

Physical Education

A.B., University of North Carolina at Charlotte; M.A.Ed., East Carolina University

SUSAN HARTLEY, M.F.A. (2002)

Health, Physical Education and Dance

A.B., University of North Carolina at Chapel Hill;

M.F.A., University of North Carolina at Greensboro

EILEEN HEMENWAY, A.M. (2000)

Communication

B.S., A.M., Southern Illinois University

ASHLEY HOGAN, A.M. (Spring 2001)

English

A.B., Appalachian State University; A.M., North Carolina

State University

JUDY HOLLEY, Ph.D. (2001)

Business

B.S., Ph.D., Alabama Polytechnic Institute

AMY HRINSIN, A.M. (2001)

Business

A.B., Catawba College; A.M., North Carolina State University

VIRGINIA HUDSON, Mus.M. (1981)

Music

Mus.B., University of Texas; Mus.M., North Carolina School of the Arts.

SARAH HUFFMANN, B.S. (2002)

Health, Physical Education and Dance

B.S., Meredith College

PAULA JANUZZI, B.S. (2001)

Human Environmental Sciences

A.A., Notre Dame College of Ohio; B.S., University of Cincinnati

CAROLINE JOHNSON, A.M. (2002)

History & Politics

A.B., University of North Carolina at Chapel Hill; A.M.,

North Carolina State University

CRAIG JOHNSON, M.S.W. (2001)

Sociology and Social Work

A.B., University of Michigan; M.S.W., West Virginia University

NANCY JOHNSTON, M.Ed. (2002)

Human Environmental Sciences

A.B., University of North Carolina at Chapel Hill; M.Ed., North Carolina State University

SHANNON JOHNSTONE, M.F.A. (2002)

Art

A.B., University of North Carolina at Chapel Hill; M.Ed., North Carolina State University

DONNA G. JOLLY, M.M. (1989)

Music

Mus.B., East Carolina University; M.M., Meredith

College.

ALICE JONES, M.S. (1994)

Computer Science

B.S., University of Pittsburgh; M.S., Syracuse University.

PIN PIN JONG, M.Mus. (2000)

Music, Communication and Theatre

B.Mus., Meredith College; M.Mus., University of Illinois at Urbana

SANDRA JOYNER, M.S. (2001)

Education

A.B., Meredith College; M.S., Campbell University

JANICE KERBER, A.M. (2001)

Business

A.B., Meredith College; A.M., North Carolina State University

JODI KHATER, A.B. (2000)

Foreign Languages and Literatures

A.B., Brigham Young University

KRISTEN KING, M.M. (1999)

Music

A.B., Campbell University; M.M., Meredith College

MARY KIRCHNER, Ph.D. (1999)

Business

A.B., University of Alabama; A.M., University of Iowa;

Ph.D., University of Tennessee

MELEA KIRK, M.B.A. (1996)

Computer Science

B.S., M.B.A., Meredith College.

DONNA KOCUR, M.Ed. (1994)

Education

B.S., Pennsylvania State University; M.Ed., Meredith College.

JACK KOVELL, A.M. (2001)

Physical Education

B.S., A.M., Ball State University

LUTZ KUBE, Ph.D. (2001)

Foreign Languages and Literatures

A.B., A.M., Humboldt Universitat of Berlin; Ph.D., University of North Carolina at Chapel Hill

JENNIE LaMONTE, A.M., (2002)

History & Politics

A.B., Wellesley College; A.M., Lehigh University

MARA LEWIS, B.S. (1998)

Art

B.S., University of Florida

DEBRA LINKOUS, M.S. (2000)

Biology

A.B., Marshall University; M.S., University of North Carolina at Charlotte

TOM LOHR, Mus.M. (1979)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

MICHELLE LONGEST, M.Ed. (2002)

Education

B.S., Meredith College; M.Ed., North Carolina State University

BETTY MARROW-TAYLOR, M.Ed., (2001)

Human Environmental Sciences

B.S., University of North Carolina at Greensboro; M.Ed., North Carolina Central University

JULIE MAYBERRY, A.M. (2002)

Music, Communication and Theatre

A.B., A.M., University of North Carolina at Chapel Hill

SALLY McCORMICK, M.C. (1998)

Communication

A.B., University of North Carolina at Chapel Hill; M.C., Georgia State University

LUCY MELBOURNE, Ph.D. (Spring 2000)

English

A.B., George Washington University; A.M., Catholic University; Ph.D., University of North Carolina at Chapel Hill

VINCENT MELOMO, A.M. (1997)

Sociology

A.B. Adelphi University; A.M. Binghamton University

BETSY MERENBLOOM, A.M. (2000)

Chemistry

A.B., University of North Carolina at Chapel Hill; Ph.D. University of Texas at Austin

MANLEY MIDGETT, M.S. (1987)

Education

B.S., M.S., University of North Carolina at Chapel Hill.

PAGE MIDYETTE, M.B.A. (2002)

Business

A.B., M.B.A., Meredith College

NAN MILLER, A.M. (1986)

English

A.B., Wake Forest University; A.M., North Carolina State University

KAREN ALLRED MITCHELL, Mus.M. (1995)

Music

Mus.B., Meredith College; Mus.M., University of North

Carolina at Chapel Hill

JULYE MIZELLE, M.Ed. (2002)

Education

A.B., North Carolina Central University; M.Ed., Meredith College

RUTH MOCK, (1998)

Music

JAN D. MORGAN, M.F.A. (1995)

Communication

A.B., Wake Forest University; M.F.A., Brown University.

MARY JANE MORROW, Ph.D. (2001)

History and Politics

A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill

DEBRA MURPHY, Ph.D., (1999)

Religion

B.S., West Virginia Wesleyan College; M.T.S., Duke University Divinity School; Ph.D., Drew University.

PAMELA W. NELSON, Mus.M. (1977)

Music

Mus.B., Southern Illinois University; Mus.M., North Carolina School of the Arts.

PHYLLIS O'HARA, B.S. (1993)

Mathematics

B.S., Meredith; Postgraduate Diploma-University of Warwick.

MICHAEL PALMER, Ph.D. (1997)

Religion and Philosophy

A.B., Jacksonville State University; M.Div., Ph.D., Southern Baptist Theological Seminary

RENEE PALMER, M.S. (2002)

Mathematics/Computer Science

B.S., University of Michigan at Flint; M.S., Michigan State University

KATHLEEN PASSARELLA, M.B.A. (2000)

Mathematics

B.S., College of Staten Island; M.B.A., Iona College

PAMELA PATTERSON, M.Ed. (2002)

Education

A.B., M.Ed., University of North Carolina at Greensboro

FRANK PITTMAN, M.Mus. (1999)

Music

Mus.B., University of North Carolina at Chapel Hill; M.Mus., Temple University

RISA PONIROS, Mus.M. (1997)

Music

Mus.B., University of North Carolina at Greensboro;
Mus.M., University of Tennessee at Knoxville.

CHARLES PORTERFIELD, Ph.D. (1997)

Communication

A.B., Birmingham Southern College; A.M., State
University of Iowa; Ph.D., Louisiana State University.

WILLIAM PRICE, Ph.D. (1995)

History

A.B., Duke University; A.M., Ph.D., University of North
Carolina at Chapel Hill.

MICHAEL RACKETT, M.Div. (1999)

Religion and Philosophy

A.B., College of William and Mary; M.Div., Southern
Baptist Theological Seminary

MELISSA RALEY, Mus.B. (1992)

Physical Education

Mus.B., Meredith College.

JAMES RAY, J.D. (2001)

Business

A.B., Duke University; M.Arch., North Carolina State
University; J.D. Duke University Law School

RICHARD REDFOOT, A.M. (2001)

Human Environmental Sciences

A.B., Washington and Lee University; A.M., State
University of New York at Buffalo

KATHERINE RICHTER, M.Ed. (1997)

Chemistry and Physical Sciences

B.S., Frostburg State University; M.Ed., North Carolina
State University.

CHRISTA RIKER-SHEETS, M.S.W. (2002)

Sociology and Social Work

A.B., North Carolina State University; M.S.W., East
Carolina University

ELIZABETH RIVERS, J.D. (2002)

History and Politics

A.B., University of North Carolina at Chapel Hill; J.D.,
Campbell University

KELLY ROBERTS, M.S. (1998)

English

A.B., Meredith College; M.S., North Carolina State
University.

LOU ROSSER, A.M. (1991)

English

A.B., University of North Carolina at Chapel Hill; A.M.,

North Carolina State University.

ANN ROTH, A.M., (2001)

Art

B.F.A., University of Michigan; A.M., University of
Kansas

DAVID RUSSO, M.Ed. (2002)

Business

A.B., Duquesne University; M.Ed., University of
Pittsburgh

MARY ANN SCHERR, A.M. (1995)

Art

A.M., Kent State University.

SYDNEY SCHERR, M.F.A. (1991)

Art

B.F.A., Kent State University; M.F.A., Southern Illinois
University

MARILYN SCHIERMEIER, M.Ed. (1995)

Mathematics

A.B., Webster College; M.Ed., North Carolina State
University.

SHERYL SCRIMSHER, Ph.D. (2001)

Human Environmental Sciences

A.B., Nebraska Wesleyan University; M.Div., Duke
University; M.Ed., Ph.D., University of North Carolina at
Greensboro

ROMITA SEN, Ph.D. (2001)

Chemistry

B.S., M.S., University of Delhi,, India; Ph.D., University
of Michigan

LINA SIBERT, M.Arch. (1999)

Human Environmental Sciences

B.of ENV. DSN. & ARCH., North Carolina State
University; M.Arch. University of California-Berkley.

REBEKAH SMITH, Ph.D. (2001)

History

A.B., University of the South at Sewanee; Ph.D.,
University of North Carolina at Chapel Hill

TIMOTHY W. SPARKS, Mus.M. (1993)

Music

Mus.B., University of North Carolina at Chapel Hill;
Mus.M., Eastman School of Music of the University of
Rochester.

GEORGIA SPRINGER, M.P.D. (1990)

Art

A.B., Duke University; J.D., George Washington
University; M.P.D., North Carolina State University.

MEREDITH STEELE, M.F.A. (1997)

Art

B.F.A. Savannah College of Art and Design; M.F.A., Winthrop University.

ANGELA STEPHENSON, Mus.M. (1992)

Music

Mus.B., Mus.M., Meredith College.

EDWARD STEPHENSON, Mus.B. (1987)

Music

Mus.B., North Carolina School of the Arts.

MARGIE STEWART, M.F.A. (2000)

Assistant Professor of Art

A.B., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; M.P.D., North Carolina State University

CORNELIUS SWART, A.B., Ph.D. (1993)

Education

A.B., Ph.D., University of North Carolina at Chapel Hill;

A.M., George Peabody College

ANNA SWITZER, A.M. (2000)

Chemistry

A.B., Kenyon College; A.M., North Carolina State University

SALLY ZEIGLER THOMAS, Mus.M. (1983)

Music

Mus.B., Meredith College; Mus.M., Ohio State University; doctoral study, University of North Carolina at Greensboro.

BONNIE TORGERSON, M.Ed. (1993)

Education

A.B., Webster College; M.Ed. Duke University.

REBECCA TOWNSEND, M.Ed. (2001)

Biology

B.S., Clemson University; M.S., Vanderbilt University; M.Ed., Peabody College

DOUGLAS TULLY, Ph.D. (2001)

Biology

B.S., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

JANET VAGLIA, Ph.D. (2002)

Biology and Health Sciences

B.S., East Tennessee State University; Ph.D., Dalhousie University

GEETHA WANIGASEKERA, M.S. (2001)

Biology

B.S., University of Colombo; M.S., Wake Forest University

KRISTIN WATKINS, M.B.A. (1998)

Computer Science

B.S., M.B.A., Meredith College.

LYNN WARREN, Ph.D. (2002)

Education

A.B., A.M., College of William and Mary; Ph.D., University of North Carolina at Chapel Hill

FRED WOODWARD, M.S. (2001)

Mathematics/Computer Science

A.B., Rhodes College; M.S., North Carolina State University

ROBIN WRIGHT-VINCENT, M.Ed. (2002)

Education

B.S., M.Ed., Meredith College

FACULTY EMERITI

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

VERGEAN BIRKIN, A.M. (1973)

Assistant Professor of Geography

A.B., A.M., University of Colorado.

MARTHA BOUKNIGHT, Ph.D. (1996)

Professor of Mathematics

A.B. University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

CLARA R. BUNN, Ph.D. (1969)

Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

BERNARD COCHRAN, Ph.D. (1960)

A.B. Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University

JACQUES COMEAUX, Ph.D. (1983)

Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

JAMES C. CREW, Ph.D. (1990)

Professor of Business

B.S., M.Econ., Ph.D., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern

Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

ANNE DAHLE, M.Ed. (1972)

Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State University.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

JANET FREEMAN, M.L.S. (1984)

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College

PHYLLIS W. GARRISS, Mus.M. (1951)

Associate Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

ALICE GOODE, Mus.B. (1974)

Instructor of Voice

Mus.B., Texas Tech University.

BLUMA GREENBERG, M.A. (1976)

Assistant Professor of Art

B.A., Duke University; M.A., University of North Carolina at Chapel Hill.

FRANK L. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

JO GUGLIELMI, Ph.D. (1987)

Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

JOHN HIOTT, M.Div (1968)

Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

ELLEN M. IRONSIDE, Ph.D. (1983)

Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M.,

Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

MURPHY OSBORNE, Ed.D. (1988)

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

DOROTHY K. PRESTON, Ph.D. (1961)

Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)

College Editor and Director of Publications

A.B., Meredith College.

DOROTHY J. SIZEMORE, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)

Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaROSE F. SPOONER, Ed.D. (1967)

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University

MARILYN M. STUBER, Ed.D. (1965)

Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)

Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

BURGUNDE WINZ, Ph.D. (1978)

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill

INGE WITT, A.B. (1976)

Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)

Faculty Secretary

A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

— *Office of the President*

MAUREEN A. HARTFORD, Ed.D. (1999)

President

CAROLYN C. ROBINSON, A.B. (1958)

College Historian

T. ROBERT MULLINAX, M.Div. (1999)

Assistant to the President for Church Relations and Communications

RORY A. MUELLER, A.A. (2000)

Special Assistant to the President

JEANNIE MORELOCK, M.B.A.

Communications Assistant

CATHERYNE P. ALLEN (1998)

Administrative Assistant

CAROL A. GRAMER, B.S. (2000)

Administrative Secretary

Research, Planning and Assessment

SUE E. KEARNEY, A.M. (1966)

Assistant to the President for Planning and Dean of Institutional Effectiveness

Donna M. Ollis, B.A. (2002)

Research Assistant

F. SIMONE TIU, Ed.D. (2000)

Assessment Coordinator and Research Analyst

SUZANNE M. GARRISON, M.B.A. (2000)

Research/Administrative Assistant

Marketing and Communications

TBA

Director

KIM M. MARCOM, B.S. (2002)

Manager of Graphic Design

BETTY CRENSHAW, B.A. (1999)

Graphic Designer

KRISTI EAVES-MCLENNAN, B.A. (2000)

Assistant Director of Communications

MELYSSA ALLEN, B.A. (2001)

Projects Writer

DAVID TIMBERLAKE, B.A. (2001)

Web Designer

ANDREA WEAVER, B.A., (2001)

Web Editor

KAYE RAINS, B.A. (2001)

Office Manager

— *Academic Affairs*

Office of the Vice President for Academic Affairs

ROSALIND R. REICHARD, Ph.D. (2000)

Vice President for Academic Affairs

ALYSON COLWELL-WABER, M.F.A. (1984)

Associate Dean for Academic Affairs

ANNE E. PICKARD, A.A. (1974)

Senior Administrative Assistant

AMY KINNEY (1998)

Administrative Assistant

Departmental Assistants

CONNIE AHRENDSON (1999)

NANCY BORINTRAGER (1997)

SHARON JONES (2001)

JAN LANDS(2001)

BARBARA McKAY (1997)

KATHERINE PALMIERI (2001)

ALYCE PARKER-TOWNSEND (1986)

JEANNETTE ROGERS (1998)

MARCEE TOLIVER (1998)

ALYCE TURNER, A.B. (1993)

NANCY WILLIAMS (1999)

Office of the Registrar

SUE TODD, A.B. (1968)

Registrar

BETSY STEWART, A.B. (1996)

Associate Registrar

SUE GREINER, M.T.S. (1999)

Assistant Registrar

LINDA WANN, B.A. (1999)

Records Manager

SHARON GALECKI, A.A.S. (1990)

Records Specialist

DEBRA FAIRBROTHER, A.S. (2001)

Records Specialist

Library

LAURA DAVIDSON, M.S.L.S. (2002)

Dean of Library Information Services

GERALDINE SARGENT (1978)

Administrative Assistant

SUSAN SQUIRES, M.L.S. (1988)

Reference Librarian

JEAN RICK, M.S. (1994)

Reference Librarian

JUDITH SCHUSTER, M.L.S. (2000)

Reference Librarian

CARRIE NICHOLS, M.L.S. (1995)

Catalog Librarian

TED WALLER, M.S.L.S. (1986)

Technical Services Librarian

JOHN W. KINCHELOE III, M.A. (1985)

Media Specialist

DONNA GARNER (1990)

Circulation Supervisor

MELANIE FITZGERALD (2000)

Cable Administrator

CHERYL BENZE, M.M. (2001)

Music Library Supervisor

MARCIA SCHROER (2001)

Circulation Assistant

JOY RAINTREE (2002)

Circulation Assistant

CHRISTIE LEE

Technical Services Assistant

MARGARET SEXTON (1975)

Technical Services Assistant

RICHARD McBANE, JR., B.S.E.E. (1986)

Media Services Assistant

MARY PAUL THOMAS (1999)

Technical Services Assistant

23+ Program

TBA

Director

LENELLE PATRICK, B.S. (1999)

Associate Director

DONNA PILKINGTON (2000)

Program Assistant

Graduate Studies and Professional Studies

TBA

Assistant Vice President for Graduate and Professional Studies

HELEN FALLWELL (2001)

Receptionist

KAREN SAMPSON (1996)

Assistant

Graduate Studies

DEBORAH HORVITZ, M.S.Ed. (2001)

Director

LARA KINAS, B.S. (2001)

Associate Director

LAURA MCCLAIN, B.S. (2000)

Research and Operations Manager

School of Business

SIDNEY ADKINS, Ph.D. (2001)

Dean

WENDY DEDZINS, A.M. (2001)

M.B.A. Coordinator

DIANE PARKER (2001)

Administrative Assistant

School of Education

TBA

Dean

IESHA CLEVELAND (2000)

Administrative Assistant

Paralegal Program

MARISA CAMPBELL, J.D. (2000)

Director

MAY GALLI (1999)

Assistant

Community Outreach

PAULA O'BRIANT, B.S. (1994)

Director

ANNE HENDERSON, A.B. (1995)

Assistant

Faculty Development

ELIZABETH WOLFINGER, Ph.D. (1992)

Director

Honors Program

W.GARRETT WALTON, JR., Ph.D.

Director

International Studies

BETTY WEBB, Ph.D. (1974)

Director

SARA WEST, A.B. (2002)

Assistant Director

TRACY KNIGHT, (2002)

Program Assistant

Teaching Fellows Program

ALMA LANE LEE, M.Ed. (1993)

Director

LINDA BOONE (1991)

Assistant

Undergraduate Research

RHONDA ZINGRAFF, Ph.D. (1979)

Director

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)

Director

— **Student Development**

Office of the Vice President for Student Development

JEAN JACKSON, Ph.D. (1983)

Vice President

TBA

Associate Vice President for Enrollment

MARY ANN BEAM, A.A. (1988)

Assistant to the Division

Office of Academic Advising

AMY HITLIN, M.Ed. (2001)

Director

ALLISON HOYLE, B.A. (2001)

Assistant Director

MARIE SMITH (2001)

Office Assistant

Admissions

CAROL R. KERCHEVAL, M.Ed. (1994)

Director of Admissions

TBA

Senior Associate Director of Admissions

HEIDI L. FLETCHER, M.A. (1999)

Associate Director of Admissions

CRICKET MCCOY, B.A. (2000)

Assistant Director of Admissions

PATRICIA E. ABRAMS (1999)

Recruitment Programs Assistant

HEATHER E. BUTLER, B.A. (2000)

Assistant to the Director

CARA L. DOYLE, B.A. (2000)

Admissions Counselor

SYLVIA P. HORTON A.A.S. (2001)

Recruitment Programs Assistant

DOROTHY L. GARDNER, M.Ed. (2000)

Admissions Counselor

KAREN L. MOONEY, M.B.A. (1994)

*Assistant Director of Admissions for Computer
Information Systems*

SANDRA C. GUADAGNO, B.A. (2001)

Recruiting Processing Assistant

JEANNE B. WITTIG, B.S.

Processing Assistant

JENNIFER RICKS, B.S. (2001)

Admissions Counselor

CAROL J. TORIAN, B.S. (2000)

Admissions Counselor

ANN TROUTMAN, B.A. (2001)

Programs Coordinator/Scheduler

CAMILLA WALKER, B.A. (2000)

Admissions Counselor

JAXIE MORTON, A.A. (2000)

Processing Assistant

Office of the Campus Minister

SAMUEL CAROTHERS, M.Div. (1982)

Campus Minister

LYNNE WHEATLEY, M.L.S. (2000)

Coordinator of Volunteer Services

PENNY ULMER (1993)

Secretary

Career Center

TBA

Director

ANGIE MCNEILL, M.A. (2000)

Assistant Director for Employer Relations

DANA SUMNER, M.A. (2000)

Assistant Director for Career Development

MARY ELLEN PHILEN, B.A. (1985)

Office Manager

ANN B. PHILLIPS (1989)

Administrative Secretary

Counseling Center

BETH MEIER, M.A. (1993)

Director

LYNN KOHN, M.S.W. (1999)

Assistant Director

LORIANN STRETCH, M.S. (1999)

Assistant Director

ANGEL JOHNSON, M.A. (2000)

Counselor

CAROLYN SWARTZ (1998)

Office Manager

Office of the Dean of Students

ANN GLEASON, M.Ed. (1997)

Dean

CHARLETTA SIMS, M.Ed. (2001)

Director for Commuter Life and Special Services

CHRISTINA NUTTLE BUMGARDNER,
M.Ed. (1994)

Co-Director of First Year Experience

CAROLYN KONING, M.ED. (1999)

Co-Director of First Year Experience

HEIDI LE COUNT, M.S. (2000)

Director of Residence Life

TENNILLE HARPER, B.A. (2001)

Residence Director

CRYSTAL MOORE, B.S. (2001)

Residence Director

STACY WILLIAMSON (2001)

Residence Director

TBA

Residence Directors

MELODY LANE OLSON (2000)

Secretary

SUZANNE SLAWINSKI, B.S. (1998)

Office Manager

Financial Assistance

WILLIAM A. COX, M.A. (2000)

Director

CAROL J. SANDERSON (1990)

Associate Director

BETTY G. HARPER, B.S. (1994)

Assistant Director

GINI V. STELLE (1995)

Financial Aid Assistant

BELINDA STYRON, B.S. (1998)

Information Specialist

Health Services

RUTH PEARCE, R.N.-C (1980)

Director

ANNE SMITHSON, M.D. (1995)

Physician

MELINDA McLAIN, R.N.-C (1991)

Nurse

LORETTA PEARSON, R.N. (1992)

Nurse

Student Activities and Leadership Development

CHERYL S. JENKINS, M.Ed. (1991)

Director

NIKKI CURLISS, M.Ed. (2000)

Assistant Director

KELLY CONKLING, M.Ed. (2000)

Assistant Director

KATHY OWEN, A.B. (1999)

Office Manager

—Business and Finance

Office of the Vice President for Business and Finance

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

Vice President for Business and Finance

DEE PERRY (1996)

Administrative Assistant

Business and Finance Services

LORI DUKE, B.S. (1999)

Controller

SUSAN WILLIAMS (2001)

Student Financial Services Supervisor

JANICE TURNER (1998)

Accounts Services Supervisor

KAREN HODGES (1999)

Accounts Payable Coordinator

ANTOINETTE COWAN (2000)

Accounts Payable Clerk

BELINDA NICOLSON (2000)

Accounts Receivable/Billing Coordinator

LAVITA PICKETT (1999)

Accounts Receivable Processing Specialist

Campus Police

FRANK STRICKLAND (1999)

Chief of Police

JEANETTE MCLEOD (1991)

Parking Director

CAROLYN CREECH (2000)

Cam Card Officer

DON APPLEFORD (1997)

ERIC BEESON (2000)

MELINDA FULLER (2000)

LISA GEIST (1999)

KATHY HALL (2000)

ROBERT LUEDTKE (1999)

MARSHALL MATTHEWS (1999)

WILLIAM MOORE (2000)

HOLLY MURPHY (1998)

BRUCE NEWMAN (1999)

RANDY SMITH (1999)

JIMMY STEVENS (2000)

JOSEPH TORRISI (2000)

BETTY J. TREVATHAN (1994)

KATHY WEINEL (2000)

EDDIE WHEELER (1999)

College Store

MARY ANN REESE, B.S. (1984)

Manager

FRANCES GILLIS (1973)

Merchandise Coordinator

MARGURIETE NELSON (2000)

Accounting Clerk

KAREN ODEN, B.S. (2000)

Textbook Manager

Copy Center

KEVIN WALKER (2001)

Manager

CATHERINE ATWATER (1998)

Copy Center Assistant

Facilities Services

THOMAS SHERRY, B.A. (2001)
Director of Operations
 GREGORY AHRENDSEN, M.S.B.A. (1997)
Project Manager
 PATTY BLACKWELL, B.A. (1996)
CMMS Clerk
 JOHN WILSON, B.A. (1997)
Materials Coordinator

Maintenance

DAVID PACE (2001)
Maintenance Manager
 JOE BROWN (1988)
Foreman
 ALEXANDRIA AHRENDSEN (2002)
 JAMES BROWN (2002)
 TOM EDMONDSON (1977)
 JOHN EZELL (2001)
 RICK HAGEN (1988)
 CHRIS HALL (1999)
 DONALD JONES (2001)
 JAMES JONES (1981)
 GLENN MILLER (2000)
 KEITH POOLE (1995)
 FRED ROSSER (1999)
 MIKE WATERS (2001)

Grounds

HARRY CADMAN, A.A.S. (1996)
Grounds Manager
 GALDINO AVILA-VEGA (1987)
Grounds Supervisor
 V.C. MEDLIN
Courier, Escort, Vehicle Maintenance
 ROBERTO AVILA (1992)
 YONI AVILA (2001)
 MIGUEL HERNANDEZ (2001)
 FRANCISCO HUERTA (1995)
 DAGOBERTO HURTADO (1997)
 DARNELL SMITH (1981)
 TONY WOMACK (2001)

Housekeeping

PATSY CLARK (2001)
Housekeeping Manager
 CHUCK THOMAS (2002)
Housekeeping Supervisor
 WILLIAM COOPER (1986)
Housekeeping Supervisor
 EMMA PITTMAN, (1993)
Assistant Housekeeping Supervisor
 BARBARA ROBINSON (1984)
Assistant Housekeeping Supervisor
 CAROLYN ALEXANDER (1997)
 ROBBIE ANDREWS (2001)
 TONEY BLACKMON (2002)
 CHRISTOPHER BUNCH (1995)
 MICHELLE DEANS (2001)
 SHARON EVANS (2001)
 MARILYN FLEMONS (1993)
 DOUGLAS FULTON (1994)
 EDNA GREGORY (1989)
 BERTHA HAMLETT (2001)
 ANTHONY HOCKADAY (2001)
 MALCOM HOWARD (1998)
 WILLIE HOWARD (1982)
 REATHA JEFFRIES (1985)
 ROBERT MCKEIVER (2001)
 MADEGELENE MONTEGUE (1998)
 DUC NGUYEN (1994)
 LOUISE SILVER (2001)
 ANNIE RUTH SMITH (1980)
 MARY ANN TUCK (1997)
 REBECCA WHITAKER (1997)

Human Resources

KAY MILLER (1992)
Payroll Coordinator
 MARIPAT PLOCKI (1998)
Personnel Coordinator

Food Services (ARAMARK)

THAD O'BRIANT (1990)
Manager

Post Office

ALYSIA BRASWELL (1990)

Postal Supervisor

CECELIA MILLER (1988)

Information Services Assistant

WILLIE KING (1956)

Postal Carrier

Technology Services

DAN WILLIAMS, M.S. (2001)

Interim CIO

DOUGLAS ALM, B.S. (1995)

Network Systems Supervisor

RON ANDERSON (2001)

Desktop Support Specialist

TIM BARTLETT (1996)

Desktop Services Lead

DONDA BLAKE (2002)

Production Assistant

SORNG BUNTOUM (2000)

Network Specialist

ASHLEY CLOS (2001)

Help Desk Analyst

KATHY CROCKER (2002)

Technology Services Assistant

DIANE DAVIS (2001)

Web Programmer

JASON EMANUEL (2001)

Help Desk Analyst

NASER FAYED, (2002)

Systems Engineer

WENDY GEM (2001)

Academic Technology Specialist

BILL GEORGE (1999)

Database Programmer

ANGELA GOUGE (1988)

Database Administrator

FRANK HALL (2002)

Data Communications Specialist

LORI HARE (1990)

Webmaster

SUSAN HWANG (2001)

Administrative Computing Specialist

MELONIE IVEY, B.A. (2002)

Academic Technology Specialist

VIRGINIA KEMP, A.A. (1982)

Telecommunications Specialist

KAREN POSTMA, B.S. (2000)

Project Manager

MARY REED (1996)

Network Specialist

ANDY RICHARDS, B.S. (2000)

Academic Technology Specialist

MILLIE RODRIGUEZ (2000)

Help Desk Analyst

Information

PATTY BIRCH (2001)

Switchboard Operator

—Institutional Advancement

Office of the Vice President for Institutional Advancement

TBA

Vice President

JOYCE HINSON (1992)

Administrative Assistant

MARILYN JONES, B.S. (1999)

Research Coordinator

SIBYL PEDZWATER, B.A. (2001)

Gift Records Coordinator

Alumnae Relations

CATHERINE RIDEOUT, B.A. (2001)

Director of Alumnae and Parent Relations

BECKY COBLE (1989)

Assistant

Corporate Relations

CINDY GODWIN, B.S. (2001)

Director

GLENNIS DeBRA, B.A. (1998)

Assistant

Grants

ELIZABETH BENEFIELD, B.A., M.A. (2001)

Director

GLENNIS DeBRA, B.A. (1998)

Assistant

Development

CATHERINE MAXWELL, B.A., B.S. (2001)

Director

PAT DUGGIN (2001)

Assistant

Major Gifts

BILLIE JO COCKMAN, B. A. (2000)

Associate Director

PAT DUGGIN (2001)

Assistant

Meredith Fund

ADRIENNE COLE, B.A., MPA (2001)

Director

JENNIFER BEAM (2001)

Assistant Director

Planned Giving

HAROLD WEST, JR., B.A. (1991)

Director

GLENNIS DeBRA, B.A. (1998)

Assistant

CAMPUS DIRECTORY

JOHNSON HALL, NAMED IN MEMORY OF LIVINGSTON Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls** house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilty Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

Completing the original quadrangle is **Belk Dining Hall**. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the **Wainwright Conference Suite**, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty

lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises are held in the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat **Kresge Auditorium**, student activities offices, the college store, The Bee Hive Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, the Paralegal, the 23+, and the Executive and Professional Programs. The second floor houses various student development offices including the Dean of Students, Residence Life, and Commuter Life. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and the Department of Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the School of Education, and the Departments of Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. Carlyle Campbell Library is designed to integrate print, electronic, and audiovisual resources with an extensive program of research and technical support. The building is equipped with study tables and carrels, open stacks, video viewing stations, the LINC center computer lab, projection room, and group study rooms. The library collection includes more than 137,000 volumes and access to over 2,600 periodicals. Resources include print, microforms, film, video and audio recordings, laser disk and computer software, computer databases, video programming on campus cable television, SCOLA (portal for foreign language television programming), and ALIS (Automated Library Information System) that provides computerized access to the library's collection. An extensive collection of recordings and scores are housed in the music library branch in the Wainwright Music Building. Meredith College students have borrowing privileges at the other Cooperating Raleigh Colleges (North Carolina State University, Peace College, Shaw University, St. Augustine's College, St. Mary's School).

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Mary E. Yarbrough Building for Science Research, dedicated in 1985, is located adjacent to Hunter Hall and contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Scheduled for completion in late 2002, the new **Science and Mathematics Building** will contain over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices. The building will also contain a telescope teaching/observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains an infant/toddler lab home operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, **Margaret Weatherspoon Parker Fitness Center** and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The **Faw Garden**, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House and in front of Park Center. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 261,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

MEREDITH COLLEGE CALENDAR, 2002-2003

— Fall Semester 2002

Arrival of new students	Sat. Aug. 17
Registration.....	Mon. Aug. 19
Freshman Register.....	Tues. Aug. 20
Classes begin	Wed. Aug. 21
Last day to drop a course without paying	Tues. Aug. 27
Last day to add a course	Tues. Aug. 27
Labor Day Holiday—No classes held	Mon. Sept. 02
Last day to make a grading change.....	Wed. Sept. 18
Mid-Term	Tues. Oct. 08
Progress Reports due at 12:00 Noon	Fri. Oct. 11
Autumn recess begins at 5:00 p.m.	Fri. Oct. 11
Classes resume at 8:00 a.m.	Wed. Oct. 16
Last Day to withdraw from a class	Tues. Oct. 29
Thanksgiving recess begins end of class day...Tues.	Nov. 26
Classes resume at 8:00 a.m.	Mon. Dec. 02
Last day of classes	Thurs. Dec. 05
Reading day; music juries.....	Fri. Dec. 06
Final Examinations	Sat. Dec. 07– Mon. Dec. 16
Commencement	Sat. Dec. 14

—Spring Semester 2003

Registration.....	Tues. Jan. 07
Classes begin	Wed. Jan. 08
Last day to drop a course without paying ...Tues.	Jan. 14
Last day to add a course.....	Tues. Jan. 14
Holiday-Martin Luther King Day	Mon. Jan. 20
Last day to make a grading change.....	Wed. Feb. 05
Founders' Day.....	Mon. Feb. 17
Mid-Term	Wed. Feb. 26
Progress Reports due at 12:00 Noon.....	Mon. Mar. 03
Spring recess begins at 5:00 p.m.	Fri. Mar. 07
Classes resume at 8:00 a.m.....	Mon. Mar. 17
Last Day to withdraw from a class.....	Fri. Mar. 21
Easter recess begins at 5:30 p.m.	Thurs. Apr. 17
Classes resume at 8:00 a.m.	Tues. Apr. 22
Last Day of Class.....	Mon. Apr. 28
Reading day; music juries	Tues. Apr. 29
Final Examinations.....	Wed. Apr. 30 – Thurs. May 08
Commencement	Sun. May 11

Opening day of class for 2003-2004

Academic Year.....	Wed. Aug. 20
Commencement for December 2003.....	Sat. Dec. 13

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 760-8600.

The Meredith fax number is (919) 760-2828.

Information on Meredith is now available through the World-Wide Web at:

www.meredith.edu

Academic Records

Office of the Registrar, 760-8593

registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)

Office of Admissions, 760-8581 or

1-800-Meredith College

admissions@meredith.edu

Adult Student Information (non-degree)

Office of Executive and Professional Programs,

760-8353

executive@meredith.edu

Alumnae Matters

Office of Alumnae Affairs, 760-8548

alumnae@meredith.edu

Athletics

Department of Health, Physical Education,
and Dance, 760-8546

Catalogue Requests

Office of Admissions, 760-8581

admissions@meredith.edu

Campus Events

760-8533

events@meredith.edu

Campus Minister

Sam Carothers, 760-8346

carotherss@meredith.edu

Certificate Programs

Office of Executive and Professional Programs,

760-2855

certificate@meredith.edu

Office of Professional and Continuing Education

Office of Executive and Professional Programs,

760-2367

outreach@meredith.edu

Educational Programs

Vice President for Academic Affairs, 760-8514

Expenses

Vice President for Business and Finance, 760-8516

Financial Assistance

Office of Financial Assistance, 760-8565

or 1-800-MEREDITH

finaid@meredith.edu

Graduate Employment

Meredith Career Center, 760-8341

career@meredith.edu

John E. Weems Graduate School

760-8423

graduate@meredith.edu

Housing Matters

Director of Residence Life and Housing, 760-8633

Institutional Research

Office of Enrollment Planning and Institutional
Effectiveness, 760-2364

kearneys@meredith.edu

Masters in Business Program/School of Business

760-2281

mba@meredith.edu

News Items/Publications

Office of Marketing and Communications, 760-8455

marketing@meredith.edu

Paralegal Program

Office of Executive and Professional Programs,

760-2855

paralegal@meredith.edu

Parents Association

Office of Alumnae Affairs, 760-8548

alumnae@meredith.edu

Student Employment

Office of Financial Assistance, 760-8565

finaid@meredith.edu

Student Interests

Office of the Dean of Students, 760-8521

Student Reports

Office of the Registrar, 760-8593

registrar@meredith.edu

Summer School

Office of the Registrar, 760-8593

registrar@meredith.edu

Transcripts

Office of the Registrar, 760-8593

registrar@meredith.edu

Vocational Testing

Meredith Career Center, 760-8341

career@meredith.edu

Volunteer Services

Lynne Wheatley, 760-8357

wheatleyl@meredith.edu

ENROLLMENT FOR 2001–2002

Total Summer Enrollment, 2001	1,376
Unduplicated Summer Enrollment, 2001	880

Undergraduate Students, Fall 2001

Degree Candidates for Bachelor of Arts, Bachelor of Science, and Bachelor of Music.....	2,042
Non-degree Students	265
Teacher Licensure Program.....	55
Second Major	30
Cooperating Raleigh Colleges	134
Other.....	46

Total Students in Undergraduate Credit Courses .2,307

Graduate Students, Fall 2001

Degree Candidates for Master of Business Administration, Master of Education, Master of Health Administration, and Master of Music	109
Non-degree Students	50
Dietetic Internship Program Students.....	11
Post-Baccalaureate Students.....	39

Total Students in Graduate-level Courses159

Total Degree Candidates, Fall 20012,162

Total Non-Degree Students, Fall 2001304

Total Enrollment for Credit, Fall 20012,466

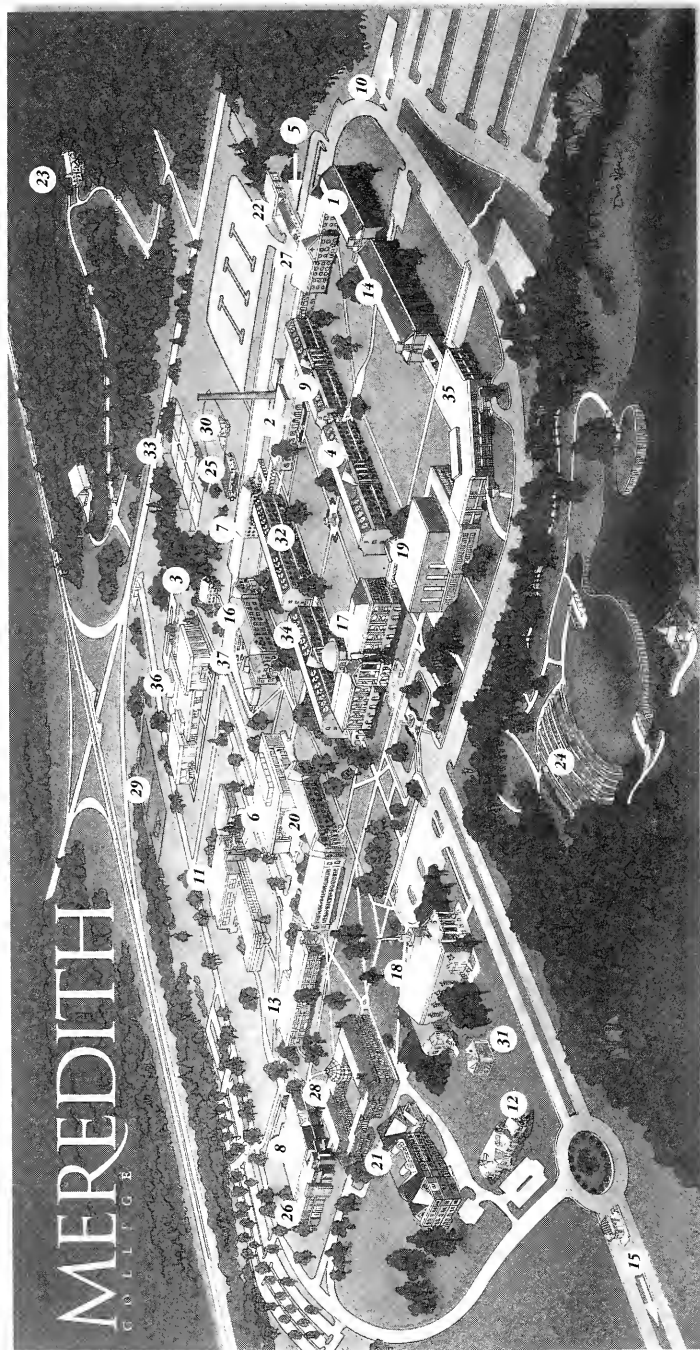
Registrations in Non-Credit Programs,

Fall 2001.....	1,974
<i>Continuing Education</i>	
Legal Assistants Program.....	145
Enrichment Courses	159
Audit Courses	48
Leadership Programs.....	1,003
<i>Music</i>	
Preparatory	519
Chorus/Chorale	100

Geographic Distribution of Students in Credit Courses:

Alabama.....	3
California	1
Colorado	1
Connecticut.....	2
Florida.....	13
Georgia.....	12
Illinois	2
Maine	1

Maryland.....	9
Massachusetts	3
Michigan	1
New Hampshire	1
New Jersey.....	4
New Mexico	1
New York	7
North Carolina	2,254
Ohio	4
Oregon	1
Pennsylvania	4
South Carolina	11
Tennessee	4
Texas	2
Virginia	98
Washington	1
West Virginia	1
Wisconsin	1
Foreign Countries (29)	24
TOTAL.....	2,466



Campus Map

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Carlyle Campbell Library
7. Carroll Health Center
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Faircloth Residence Hall
10. Faircloth Street Entrance
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House

13. Harris Building (Mathematics, Computer Science,

School of Business)

14. Helman Residence Hall
15. Hillsborough Street Entrance
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Learning Center)
20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ladford Hall (Psychology, Education, Sociology & Social Work)
22. Facilities Services
23. Massey House (President's Residence)
24. McIver Amphitheater & Meredith Lake
25. Noel House (Technology Services)

26. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)

27. Potat Residence Hall
28. Science and Mathematics Building (complete in 2005)
29. Soccer Field, Driving Range
30. Softball Field
31. Spangler Gazebo and Garden
32. Stringfield Residence Hall
33. Tennis Courts
34. Vann Residence Hall
35. Wainwright Music Building (Garwell Concert Hall, Music, Communication & Theatre)
36. Wetherspoon Physical Education-Dance Building (Gymnasium, dance studio, pool, Parker Fitness Center)
37. Yarbrough Research Center



INDEX

A

Academics, 47-67
 Academic Calendar, 242
 Academic Planning and Advising, 57-58
 Academic Programs, 71-127
 Academic Recognition, 66
 Academic Scholarships, 29
 Accounting, Major in, 81
 Accreditation, 9-10
 Achievement in Mathematics Scholarship, 31
 Achievement in Writing Scholarship, 31
 Acteen Studiact Scholarships, 33
 Adjunct Faculty, 1999-2000, 224-229
 Administration, Directory of, 232-239
 Admission, 15-23
 Administration, 22
 Condition of, 22
 Early, 17
 Early Decision Plan, 17
 Faculty, 22
 Freshman Traditional, 15-18
 International Students, 20
 Non-Degree, 21
 Part-time, 21
 Post-Baccalaureate, 22
 23+ Program, 19-20
 Re-admission, 21
 Staff, 22
 Summer Session, 23
 Transfer Traditional, 18-19
 Adult Students, 19-20
 Advanced Placement, 23, 58-63
 Advisers, Academic, 43, 57
 Alumnae Association Officers, 215
 American Association of Colleges, 10
 American Association of Colleges for Teacher Education, 10
 American Association of University Women, 10
 American Civilization, Major in, 106
 American Dietetic Association, 10
 American University, 11, 55
 Angers, France, Semester in, 55
 Art, Department of, 71-74
 Curriculum, 131-135
 Fees, 25
 Art Education, 73
 Art History, 73
 Art Scholarships, 30
 Art Program in Italy, 55
 Assistance, Financial, 27-37
 Astrotekton Society, 44
 Athletics, Intercollegiate, 42
 Attendance, Class, 58
 Auditing Courses, 64

B

Bachelor of Arts Degree, 47
 Bachelor of Music Degree, 47, 116-118
 Bachelor of Social Work, 47
 Bachelor of Science Degree, 47
 Baptist Female University, 9
 Bible School Transfers, 19
 Biology and Health Sciences, Department of, 74-79
 Curriculum, 136-139
 Board of Trustees, 213-214
 Business Administration, Major in, 81
 Business and Economics, School of, 79-82
 Curriculum, 130-131, 140-143, 157-158
 Business School Transfers, 19

C

Calendar, Academic, 242
 Campus Directory, 240-241
 Campus Employment, 36
 Campus, Location of, 242
 Campus Map, 245
 Capstone Studies, 82-83
 Curriculum, 143-144
 Career Center, 43-44
 Career Direction, 12, 51-52
 Career Studies, 83
 Curriculum, 150-151, 153
 Catalogue, Choice of, 47
 Center for Women in the Arts, 71
 Certificate Programs, 53
 Paralegal Program, 53
 Chemistry, Physics and Geosciences, Department of, 83-84
 Curriculum, 147-149, 169-170, 193
 Child Development, 108
 China, Study in, 55
 Classification, Student, 66
 Class Schedule, Changes in, 58
 Clothing and Fashion Merchandising, 108-109
 College Directory, 217-243
 Communication, Music, and Theatre, Department of, 115-124
 Communications, Professional, 52, 99
 Community Programs, 53
 Commuter Students, 25, 43
 Fees, 25
 Competitive Scholarships, 29-33
 Computer Services, 56
 Condition of Admission, 23
 Continuing Education, 53
 Continuing Education Units (CEUs), 53
 Contract Majors, 49
 Contractual Agreement, 27
 Contractual Scholarships, NC, 33
 Convocation, 53
 Cooperative Education, 54, 83
 Cooperating Raleigh Colleges, 54

Corporation Officers, 217
 Correspondence Credit, 56
 Correspondence Directory, 243
 Costs
 Commuter Students, 25
 Resident Students, 25
 Council on Social Work Education, 10
 Counseling, 43-44
 Academic Advising, 43
 Career Planning, 43
 Freshman Seminar, 44
 Personal, 44
 Counseling Center, 44
 Course Load, 57
 Courses of Study, 129-212
 Credit
 Advanced Placement, 22-23, 59-64
 Cooperative Education, 65
 Correspondence, 56
 Evaluation of, 22
 Extra-Institutional, 23, 65
 Music, 65
 Old, 65
 Physical Education and Dance, 65
 Residence, 64
 Transfer, 64
 Visitation, 56
 Credit Regulations, 58-65
 Criminal Justice, 13, 52, 106
 Cultural Activities, 39-40

D

Dance, Health, and Physical Education Curriculum, 154-157, 164-166, 171, 189-192
 Dance, Major in, 102
 Licensure, 103
 Dean's List, 66
 Degree Programs, 47-50
 Requirements, 47-50
 Deferred Payment Plan, 26
 Developmental Courses, 64
 Drew University, 11, 55

E

Early Admission, 17
 Early Decision Plan, 17
 Economics, Major in, 82
 Curriculum, 157-158
 Education, School of, 84-98
 Programs, 84-98
 Curriculum, 159-161
 Fees, 25
 Licensure, 85-87
 Elementary Teacher Education Program, 88
 Employment, Campus, 36
 Endowed Scholarships and Loans, 33-37
 England, Abroad in, 55
 English, Department of, 98-99
 Curriculum, 161-164
 Enrollment, 2001-2002, 247-248
 Environmental Science, 77-78
 Expenses, 25-26

F

Faculty
 Degrees of, 11
 Directory of, 216-235
 Adjunct, 224-229
 Emeriti, 230-231
 Full-time, 216-223
 Family and Consumer Sciences, 109
 Fashion Merchandising, Clothing and, 108
 Federal Assistance Programs, 36
 Fees, 25-26
 Payment of, 26
 Special, 26
 Financial Assistance, 27-37
 Application Procedure, 28
 Finances, 25-37
 Awards, 28-29
 Students' Rights and Responsibilities, 29
 Focus on Excellence, 29
 Foods and Nutrition, 110
 Foreign Languages and Literatures, Department of, 99-100
 Curriculum, 167, 170, 176, 203-205
 Former Students, Re-Admission of, 21
 French, 99
 Freshman Classification, 66
 Freshman Seminar, 44
 Freshman Year, 57

G

General Education Requirements, 48
 General Scholarships, 33
 Geography, 169
 German, 170
 Government, Student Association, 40-41
 Grading System, 64-66
 Graduate Programs, 12
 Graduate Examinations, 58
 Graduate School, The John E. Weems, 12
 Graduation, 58
 With Distinction, 67
 Graphic Design, 73
 Guaranteed Student Loan, See Stafford Loan Program

H

Handbook, Student, 39
 Harris Scholarships, 30
 Health Care, 43
 Health Center, 43
 Health, Physical Education, and Dance, Department of, 100-105
 Curriculum, 154-156, 164-166, 171, 189-192
 Health Record, 16-17
 Health Sciences, 75-77
 Heritage of Meredith, 9
 History and Politics, Department of, 106-107
 Curriculum, 171-174, 194-196
 Honorary Societies, 45
 Honors Curriculum, 50-51
 Honors Program, 11, 50-51
 Honors, Student, 40
 Honor System, 40
 Housing, 42

Human Environmental Sciences, Department of, 107-110
Curriculum, 140, 144-147, 166, 167-168, 174-175

I

Incentive Grants, 37
Individualized Study, 11-12
Individualized Options, 54
Intercollegiate Athletics, 42
Interdisciplinary Studies, 111
Interior Design, 110
Interior Design Scholarship, 31
International Baccalaureate (IB) Credit, 60-61
International Business, Major in, 81
International Students, 20
International Studies, 106
International Visitors, 21
Interview, 17
Italy, Abroad in, 55
Art Program in, 55

J

Junior Classification, 66
Junior Year, 57

K

Kappa Nu Sigma, 40

L

Latin, 177
Learning Center, 56
Leave of Absence, 27, 68
Location, Campus, 242
London, Meredith Abroad in, 55

M

Madrid, Spain, Semester in, 55
Majors, 49
Contract, 49
List of, 69
Requirements, 49
Map, Campus, 245
Marymount Manhattan College, 11, 56
Master of Business Administration Degree, 11, 82
Master of Education Degree, 11, 85
Master of Health Administration, 11
Master of Music Degree, 11, 119
Master of Science in Nutrition 11, 109
Mathematics Achievement Scholarship, 31
Mathematics and Computer Science, Department of, 111-114
Curriculum, 149-150, 153, 177-180
Meredith Abroad, 11, 54
Middle Grades Teacher Education, 89-90
Minors, 49
Missionary Allowance, 33
Music, Applied, Fees, 25
Music Auditions, 30
Music Credit, 65
Music Scholarships, 30
Music, Communication, and Theatre, Department of, 115-124

Curriculum, 151-153, 180-188, 207-210

N

National Association of Schools of Music, 10
National Collegiate Athletic Association, 10, 42
Non-Degree Students, 22
Nondiscriminatory Policy, 10
NC Association of Colleges for Teacher Education, 10
NC Contractual Scholarships, 33
NC Department of Public Instruction, 10
NC Legislative Tuition Grants, 27, 37
NC Student Incentive Grants, 37
NC Teaching Fellow Awards, 32-33
Nursing School Transfers, 19

O

Officers, Alumnae Association, 215
Officers, Board of Trustees, 213
Officers, Corporation, 213
Official Withdrawal, 27, 68
Organizations, Student, 41
Orientation, 39
Out-of-State Programs, 37

P

Paralegal Program 12, 53, 177
Part-time Students, 21
Pass/Fail Policies, 66
Payments
Contractual Agreement, 27
Deferred, 26
Payment Schedules, 26
Payment Terms, 26-27
PELL Grant, 36
Perkins Loan, 36
Personal Counseling, 44
Philaretian Society, 41
Physical Education and Dance Credit, 65
Physical Education Fees, 25
Planning, Academic, 57
Politics and History Curriculum, 171-174, 193-194
Pre-Professional Preparation, 51
Pre-Professional Studies, 12
Presidents of Meredith, 9
President's Message, 7
Probation, Academic, 67
Professional and Continuing Education, 12
Professional Communications, 52, 99
Psychology, Department of, 124-125
Curriculum, 196-198A
Publications, Student, 44
Public Instruction, Department of, 10
Purpose and Overview, 9-13

Q

Quality Point Ratio, 66

R

Re-Admission of Former Students, 21
Recommendations, of Admission, 16

Recreation, 42
 Records, 67
 Registration, 22, 67
 Regulations, Credit, 58-65
 Regulations, Student, 41
 Religion and Philosophy, Department of, 125-126
 Curriculum, 192-193, 198-200
 Religious Life, 41-42
 Repetition of Courses, 58
 Residence Credit Requirements, 64
 Responsibilities, Student, 40
 Retention, 66

S

Schedule, Changes in Class, 58
 Scholarships
 Academic, 29
 Competitive, 29-33
 Endowed, 33-36
 General, 33
 Presidential, 29
 Scholastic Assessment Test, 16
 School Social Work, 94
 Second Baccalaureate Degree, 47
 Second Major or Minor, 47
 Secondary Teacher Education, 90-92
 Secondary School Record, 15-16
 Senior Classification, 66
 Senior Scholars Program, 22
 Senior Year, 57
 Silver Shield, 40
 Social Activities, 39-40
 Social Work
 Curriculum, 205-207
 Fees, 26
 Requirements for a major, 127
 Societies, 41
 Sociology and Social Work, Department of, 126-127
 Curriculum, 201-203, 205-207
 Sophomore Classification, 66
 Sophomore Year, 57
 Southern Association of Colleges and Schools, 9-10
 Spain, Semester in Madrid, 55
 Spanish, 99-100
 Special Fees, 26
 Special Studies, 54, 129-130
 Special Subject Areas, Teacher Education, 94-98
 Sports, Intercollegiate, 100
 Stafford Loan Program, 36
 Subsidized, 36
 Unsubsidized, 36
 Student Government Association, 40-41
 Student Handbook, 39
 Student Life, 10, 39-45
 Commuter, 43
 Student Life Committee, 41
 Student Organizations, 41
 Student Publications, 41
 Student Regulations, 41
 Student Responsibilities, 29, 40
 Student Societies, 41
 Studies

Abroad, 11, 54-55
 Capstone, 82-83
 Career, 83
 Individualized, 11, 54
 Interdisciplinary, 111
 International, 106
 Pre-Professional, 12
 Summer, 54-55
 Women's, 71

Studio Art, 73
 Summer Session, 23
 Summer Study, 57
 Supplemental Educational Opportunity Grants, 36
 Supplemental Loans, 36
 Suspension, 67

T

Teacher Education, 12, 52, 84-98
 Committee, 12
 Birth-Kindergarten, 87-88
 Elementary, 88
 Middle Grades, 88-90
 Secondary, 90-92
 School Social Worker, 94
 Special Subject Areas, 94-98
 WorkForce Development, 93
 Teacher Licensure Renewal, 21
 Teaching Fellows
 NC Awards, 32-33
 Program, 13, 52
 Technical School Transfers, 19
 Technology Services, 56
 Terms of Payment, 26-27
 Theatre, Music, and Communication Curriculum, 115-124
 Transfer Admission, 18-19
 Requirements, 18
 Transfer Credit, 64
 Transcripts, 67
 Trustees, 213-214
 Tuition, 25

U

Undergraduate Degree Programs for Women Age 23⁺, 19-20, 53
 Undergraduate Research Program, 54

V

Veterans' Benefits, 37
 Visitation Credit, 56
 Visiting Students, 21
 Visits to the Campus, 243
 Vocational Rehabilitation, 37

W

Washington Center, the, 55-56
 Weems, The John E. Graduate School, 12
 Withdrawals, 27, 68
 Women's Studies, 71
 Work-Study Programs, 36
 Worship Services, 41
 Writing Achievement Scholarship, 31

NOTES

MEREDITH

COLLEGE

Non Profit Org.
U.S. Postage
PAID
Glen Ridge, NJ
Permit No. 249



MEREDITH

COLLEGE

Undergraduate Catalogue 2003-2004



Meredith College

Undergraduate Catalogue

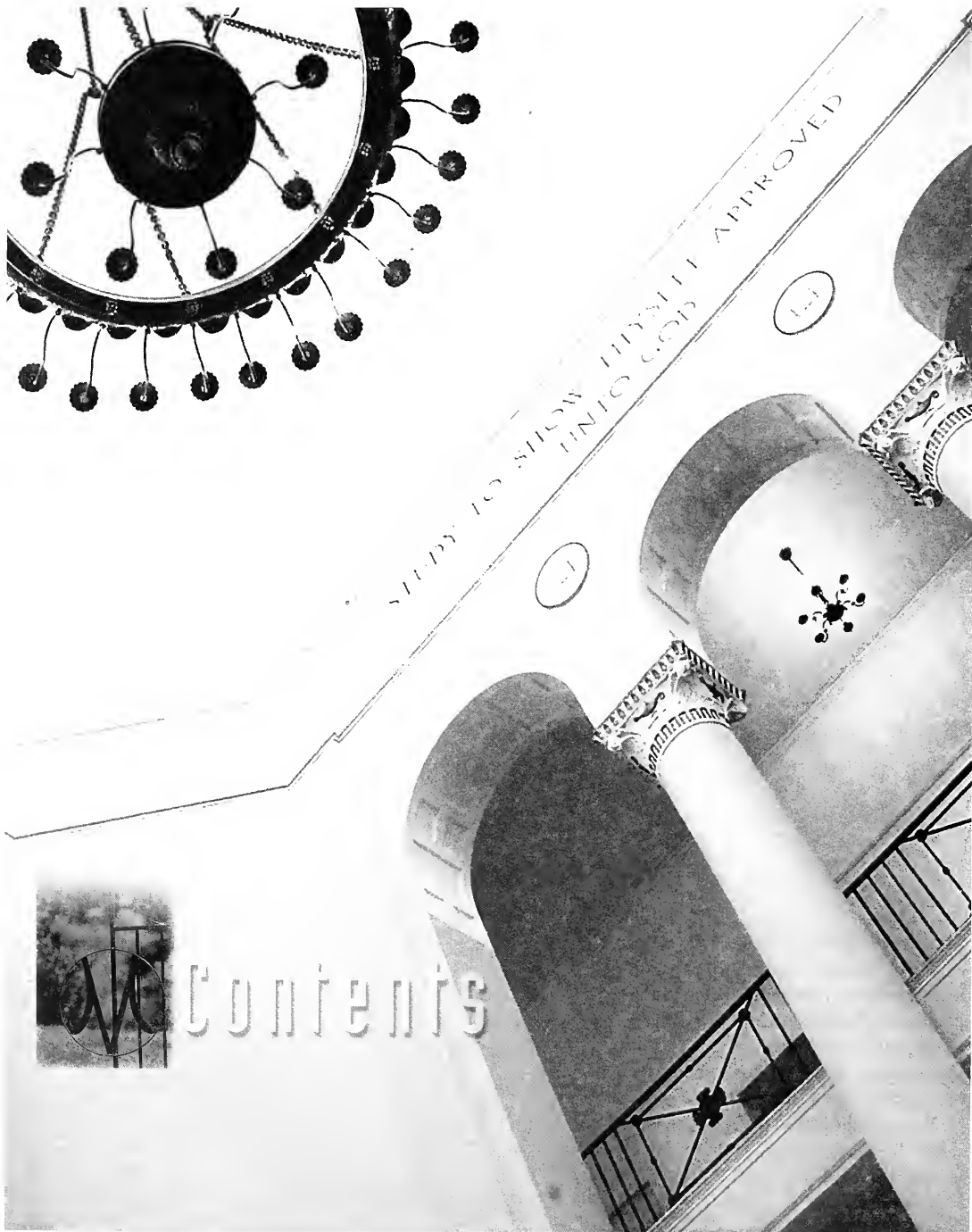
VOLUME 27

2003—2004

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catalogues should be sent to:

*Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298*



Contents

Johnson Hall houses the President's Office, Admissions, Financial Aid and other offices that assist Meredith students. Inset shows Meredith's main gate.

About this Catalogue

For those considering Meredith College and any of its programs and services, this catalogue offers a profile of the academic and community experience that create the college's identity. The Table of Contents (below) and the index beginning on page xx direct you to the information you seek. Throughout the catalogue, you will also find cross references, web sites and contact persons who can offer additional information.

For students enrolled at Meredith, the catalogue serves as a handbook and guide to academic requirements and policies governing your education. You may follow the contents of any catalogue issued during your enrollment at the college. Supplemental statements of campus policies (parking, residence halls, the honor code) are provided in separate publications. Please note that this catalogue does not serve as a contract of any kind.

Contents

President's Message	9	Accreditation	14
Meredith College: Overview	11	Outcomes and Recognition: Consumer Education	15
Mission	11	Graduate and Continuing Education	15
The Academic Experience	11	Admission	17
Making Connection, Making a Difference: General Education	11	Admissions Options.....	17
Meredith Technology Initiative	12	Freshman Traditional Admission	17
Undergraduate Research	12	Transfer Traditional Admission	22
Civic Engagement.....	12	Age 23+ Program Admission	23
Honors Program.....	12	International Student	25
Teaching Fellows Program.....	12	Re-Admission of Former Students	26
Study Abroad Programs	13	Non-Degree Students	27
Domestic Off-Campus Programs.....	13	Condition of Admission.....	29
Cooperating Raleigh Colleges	13	Advanced Standing Credit	29
Career Preparation	13	Finances	31
Faculty.....	13	Residence Hall Services	31
The Meredith Campus and Community	14	Tuition and Fees	31
Diversity and Openness: Nondiscrimination Policies	14	Full-Time Students.....	31
		Part-Time Students.....	31

Additional Course Fees	32	Student Organizations	55
Special Fees	32	Academic Policies and Procedures	57
Terms of Payment.....	33	Overview of Academic Requirements	57
Payment Schedule.....	33	Types of Degrees	57
Deferred Payment Plan	33	Choice of Catalogue	59
N.C. Legislative Tuition Grants.....	33	Academic Planning and Advising	59
Withdrawals/Leaves of Absence	34	Selecting a Major	59
Contractual Agreement.....	34	Applying for a Contract Major.....	60
Financial Assistance.....	35	Registering for Courses	60
Principles and Procedures	35	Registration Materials	60
Types of Assistance	37	Course Load and Overloads.....	60
Frequently Asked Questions	44	Declaring a Major and Minor	61
Student Life	47	Advising in the Major Field	61
Student Orientation.....	47	Dropping and Adding Courses	61
Cultural and Social Activities	47	Classification by Semester Hours	61
Student Honors	48	Credit Options and Restrictions.....	61
Student Responsibility	49	Transfer Credit	61
Honor System.....	49	Advanced Placement Credit.....	62
Student Government Association	49	Visitation Credit	66
Student Regulations.....	49	Cooperating Raleigh Colleges	66
Student Life Committee	50	Special Studies	67
Student Organizations	50	Summer Study.....	67
Societies	50	Correspondence Credit	68
Religious Life	50	Credit for Extra-Institutional Instruction	68
Campus Ministry.....	50	Residence Credit Requirements	68
Volunteer Services	51	Credit in Music	69
Recreation.....	51	Credit in Physical Education and Dance.....	69
Intercollegiate Athletics.....	51	Cooperative Education	69
Residence	52	Auditing Courses	69
Commuter Student Life	53	Repeated Courses.....	69
Health Care	53	Corequisites	69
Counseling.....	53	Developmental/Remedial Courses	70
Academic Advising.....	53	Academic Recognition and Graduation.....	70
Career Planning.....	53	Grading System.....	71
Counseling Center.....	54	Letter Grades	71
Freshman Discovery Series, First-Year		Pass/Fail Grading.....	72
Experience Class	54	Class Attendance.....	72
		Grade Reports.....	73

Quality Point Ratio	73	Art	92
Grade Appeals.....	73	Studio Art.....	93
Satisfactory Progress, Probation, Suspension.....	73	Graphic Design.....	93
Leave of Absence	74	Art History	93
Withdrawal.....	74	Art Education	94
Academic Records.....	75	Pre-Art Therapy.....	94
Transcripts.....	75	Biology and Health Sciences	95
Academic Enhancements.....	77	Credit Testing and Advance Placement.....	96
Undergraduate Research	77	Licensure	97
Study Abroad.....	77	Requirements for Major and Licensure	
Summer Abroad Opportunities	77	Programs	97
Semester and Year Abroad Opportunities	78	Requirements for a Minor.....	101
Off-Campus Programs.....	79	The School of Business	102
The Honors Program.....	80	B.S., Major in Accounting	104
Teaching Fellows Program	81	B.S., Major in Business Administration	105
Focus on Careers.....	81	B.A., Major in Economics.....	105
Pre-Professional Opportunities	81	B.S., Major in International Business.....	106
Professional Writing and Presentation		Minors.....	107
Media	81	Capstone Program	109
Criminal Justice.....	81	Career Studies	109
Teacher Education.....	81	Chemistry, Physics and Geoscience	107
Experiential Learning.....	82	Chemistry Majors	110
Post-Baccalaureate Dietetic Internship.....	82	Minors.....	111
Paralegal Program	82	Communication.....	111
Interdisciplinary Opportunities.....	83	Majors	112
Women's Studies Minor	83	Minor	113
Medieval and Renaissance Studies Minor.....	83	Dance and Theatre.....	113
Cross-Cultural Skills Minor.....	83	Major in Dance	116
Center for Women in the Arts	84	Major in Theatre	117
Academic Support Services.....	84	Minors.....	118
Learning Center.....	84	The School of Education.....	118
Carlyle Campbell Library.....	84	Programs for Licensure	122
Technology Services.....	85	Birth Through Kindergarten (B-K)	
Disability Services	85	Teacher Education Program	122
Academic Programs.....	87	Elementary Teacher Education	
General Education	87	(Grades K-6) Program	123
Academic Programs Contents	90	Middle Grades Teacher Education	
		(Grades 6-9) Program	123
		Secondary Teacher Education (Grades 9-12)	

Programs	124
Workforce Development Teacher Education Programs.....	128
Special Subject Area Teacher Education (Grades K-12) Programs	129
Title II Federal Report	133
English.....	134
Major in English.....	135
Minor in English	135
Minor in Professional Writing	135
Foreign Languages and Literatures	136
Placement	136
Advanced Placement and Competency	136
Majors in French and Spanish.....	137
Minors in French, German, Italian, Spanish.....	137
Health, Exercise and Sports Science	138
Majors in Exercise and Sports Science.....	141
Minors in Exercise and Sports Science	143
History and Politics	143
Special Career Directions.....	144
Internships.....	144
Advanced Placement.....	144
Majors in History and Politics	144
Major in International Studies	145
Major in Political Studies.....	145
Major in Public History.....	145
Minors in History and Politics.....	145
Minor in Criminal Justice Studies.....	145
Human Environmental Sciences	146
Major in Child Development.....	150
Major in Clothing and Fashion Merchandising.....	150
Major in Family and Consumer Sciences...	151
Major in Foods and Nutrition	151
Major in Interior Design.....	151
Minors in Human Environmental Science.....	152
Interdisciplinary Studies.....	153
Mathematics and Computer Science	153
Mathematics Placement	154
Computer Information Systems.....	154
B.A. in Mathematics	154
B.S. in Mathematics.....	155
B.S. in Computer Information Systems	155
B.S. in Computer Science	155
Minors in Mathematics and Computer Science.....	156
Medieval and Renaissance Studies.....	156
Minor	157
Music.....	157
Specific Requirements for Music Majors....	160
Applied Music	161
Majors in Music.....	162
Certificate in Church Music	165
Minor in Music	165
Psychology.....	165
Majors in Psychology and Pre-Art Therapy	166
Minor in Psychology.....	166
Religion and Philosophy	167
Major in Religion	168
Minors in Religion and Philosophy.....	168
Sociology and Social Work	168
Major in Sociology.....	170
Major in Social Work	170
Minor in Criminal Justice Studies.....	171
Minor in Sociology	171
Women's Studies	171
Minor	172
Courses of Study	173
Accounting	173
Art	175
Biology	180
Birth Through Kindergarten	185

Birth Through Kindergarten	185	Philosophy	251
Business	186	Physics	252
Capstone.....	189	Political Studies.....	253
Child Development	190	Psychology	256
Clothing and Fashion Merchandising	192	Religion	258
Chemistry	194	Science.....	261
Chinese.....	196	Sociology	261
Computer Information Systems	196	Spanish	264
Cooperative Education.....	198	Social Work	267
Communication.....	198	Theatre	269
Career Planning	200	Meredith College History	273
Computer Science	201	College Directory	274
Dance	202	The Corporation.....	274
Economics	207	Board of Trustees.....	274
Education	208	Alumnae Association	275
English.....	211	Faculty.....	276
Environmental Studies	215	Adjunct Faculty	285
Exercise and Sports Science	215	Faculty Emeriti	292
Family and Consumer Science	217	Administration.....	295
Foods and Nutrition	218	Facilities.....	304
French.....	220	Location.....	307
Geography	223	Academic Calendar for 2003–2004	307
General Education Core.....	200	Correspondence and Visits	308
German.....	223	Enrollment for 2001–2002	310
Health.....	224	Campus Map	311
History.....	225	Index	312
Interior Design.....	228	Notes	318–320
Interdisciplinary Studies.....	230		
Italian	231		
Latin	231		
Legal Studies	232		
Mathematics	232-235		
Medieval and Renaissance Studies.....	235-236		
Applied Music.....	236		
Music Ensembles	241		
Music.....	243		
Physical Education.....	248		

The President's Message



Students have the opportunity to learn from the example of women leaders such as President Maureen Hartford (inset right) and to learn from experience in class or labs such as this environmental biology lab (inset left). Background: Johnson Hall.



President's Message

Maureen Hartford, Ed.D.

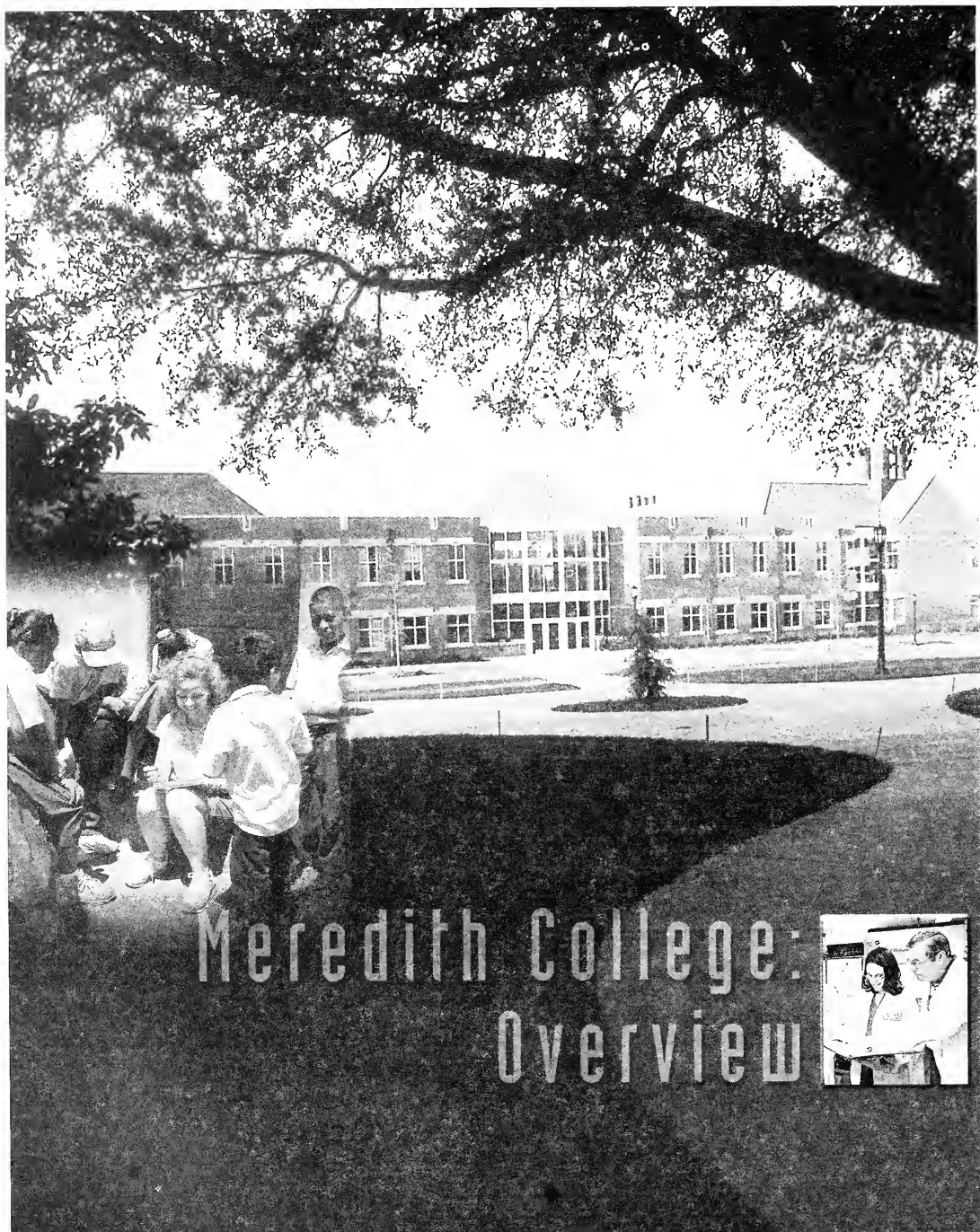
Educating women to excel—that is Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you value as a Meredith student and value even more as a Meredith alumna.

Our beautiful campus is a warm and friendly community of diverse and talented learners, seekers and leaders. Each year, our students hail from large cities, urban centers, small towns, and open country neighborhoods. We welcome students from the United States and from many nations throughout the world. As a Meredith student, you are expected to engage in the broader community, to be a woman of honor and integrity, to care about your fellow students, and to stretch yourself intellectually.

Your experience at Meredith will be uniquely yours, and you will reap the tremendous benefits of exciting new initiatives implemented by the College in the past several years. Our new general education curriculum features multidisciplinary and collaborative learning, student opportunities for understanding contexts of all cultures, and increased global awareness. Specific initiatives that will shape your Meredith experience include

- ▲ The Science and Mathematics Initiative, featuring new science programming and a newly constructed 80,000 square-foot science and math facility.
- ▲ The Undergraduate Research Program, providing collaborative research opportunities between faculty and students in all disciplines.
- ▲ The Meredith Technology Initiative, establishing (in partnership with IBM) the Meredith Laptop Program for students and enhancing the use of technology across the curriculum.
- ▲ The Service Learning and Leadership Initiative, including campus participation in LeaderShape, the Meredith Literacy program, global service trips, and expanded community service programs.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. At Meredith, we accept the challenge, responsibility and privilege of helping you become the person you want to be: educated, confident, compassionate, and successful.



Meredith's new Science and Mathematics Building opened in spring 2003. Students can gain experience outside of class, through internships (inset right) and through volunteering, such as a Meredith service trip to Belize (inset left).

Meredith College: Overview

Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is a private comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

With an undergraduate enrollment of 2175, a faculty student ratio of 10:1, and an average class size of 16, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs. *For a history of the college and its historical statement of purpose, see page 273.*

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

- ▲ Bachelor of Arts
- ▲ Bachelor of Science
- ▲ Bachelor of Music
- ▲ Bachelor of Social Work

Students may select from among 40 undergraduate majors, as well as 44 minors and 27 concentrations. Academic programs are administered by 15 departments and schools. *A complete list of majors appears on page 58.* Students may supplement any major with courses and practica in teaching offered by the School of Education. Students in all fields complete 53–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the new century with several new initiatives. These include a bold new general education program, the Meredith Technology Initiative, Undergraduate Research, and Civic Engagement.

Making Connections, Making a Difference: A New Approach to General Education

A quality education takes its shape from stable academic tradition and the innovations of a changing world. In a review of Meredith's general education curriculum, the faculty identified several key relationships between learning and living that they believe will strengthen the Meredith educational experience and anticipate the world our graduates will inhabit and lead. The program was piloted in 2002-03 and will be implemented for all incoming freshmen in

Fall 2003. In a series of three new cross-disciplinary courses, students and faculty will explore relationships between the individual and culture, intercultural relationships, and local/global connections. The learning process in these courses emphasizes collaboration, critical inquiry, problem-solving, ethics, and effective communication. Existing general education courses have also been updated to reflect these themes and address competencies needed in a technological, global world. See page 85.

Meredith Technology Initiative

In 2001 Meredith became the first women's college to adopt a campus-wide laptop program as part of a broader technology initiative. Students receive IBM Notebook computers loaded with professional and educational software. Hardware and curricular applications are supported by a staff of trained and certified IT professionals. At the beginning of the junior year, students receive an updated laptop computer which becomes their property when graduation and eligibility requirements are met. The portability of the computers, made possible through a wireless network, enhances both individual and collaborative learning experiences and helps prepare students to use technologies found in the workplace. <http://www.mti.edu>

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. College funds support these projects and underwrite travel costs for students presenting their work at conferences. Students may earn course credit for this work, and in some instances stipends are awarded to students assisting faculty with research.

Each spring a *Celebrating Student Achievement* event highlights the research and creative activity of

Meredith students. This day of exhibitions, performances, scholarly presentations, and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment.

Civic Engagement

Through personal example and generous commitment of resources, President Hartford has inspired the Meredith community to offer service to others—both locally and far afield. Student, faculty and staff volunteers offer their time to MeredithReads, a literacy program; Meals on Wheels; Habitat for Humanity; and a number of other service organizations. Connections with specific courses and academic programs enrich learning with a sense of relevance.

Other Distinctive Features and Programs

Honors Program

The Honors Program at Meredith offers an enriched academic and co-curricular program of study to gifted, motivated students. The program, which spans four years, challenges the honors student to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communication skills; to achieve a clear sense of life direction; and to develop as a substantial and whole individual. See page 80.

Teaching Fellows Program

Meredith is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, offers incentives to encourage talented students to pursue teaching careers in the state. In exchange for a com-

mitment to teach in North Carolina public schools for a minimum of two years upon graduation, teaching fellows receive a scholarship/loan award, which is matched by the college. Meredith Teaching Fellows receive specialized advising and are invited to enroll in Honors courses. *See page 40*

Study Abroad Programs

Generations of Meredith students have given further substance to their education by spending a year, a semester, or a summer term abroad. Traveling and studying with Meredith faculty, student groups earn course credit in Italy, Switzerland, and England during the summer months. Cooperative arrangements with other institutions offer semester-long programs in China, the United Kingdom, Ghana, Australia, New Zealand, South Africa, Costa Rica, Argentina, Chile, France, and Spain. In response to student interest, the Office of Study Abroad selects top quality programs in other parts of the world. *See page 77.*

Domestic Off-campus Programs

Meredith students may also spend a semester in New York or Washington. *See page 79.*

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at four local colleges or universities without additional tuition. *See CRC, page 66.*

Career Preparation

A fruitful college experience combines intellectual inquiry and experimentation with movement toward career and personal goals. The Meredith

College Career Center involves students in a series of reflective and practical activities to this end. Students at all levels are encouraged to attend Career Center seminars, to work with career counselors to assess their interests and strengths, and to take advantage of career planning services. The Career Center organizes job fairs and hosts interviews with area employers. In addition, each academic program exposes students to career options and helps students develop career-specific competencies. Internships, research, and other practical experiences are required in some areas and encouraged in all. Surveys of recent graduates typically indicate that within six months of graduation 98 percent of respondents seeking employment have found positions.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants, and helping to envision and plan for growth and change. They serve the Triangle area community and its religious institutions through a range of volunteer efforts.

In fall 2002, the College employed 139 full-time and approximately 155 part-time faculty. Eighty-three percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the

Humanities, and the National Science Foundation.

Among the Fall 2002 full-time faculty, 67 percent were female and over six percent represented minorities. The college actively seeks to diversify its faculty.

The Meredith Campus and Community

Every student who enters Meredith brings a unique combination of goals, expectations, concerns, cultural perspectives, and individual talents. A committed staff of Student Life professionals works in support of the college mission to help students seek new levels of self-understanding and achievement. A wide range of extracurricular activities and programs provide opportunity for creative expression, religious and spiritual reflection, service, leadership, friendship, and the sharing of specialized interests. Faculty advise and support student organizations and share in college traditions, both old and new.

The Meredith campus serves as residence for about 95 percent of entering freshmen and approximately 46-50 percent of all undergraduate degree-seeking students. The 225-acre campus, located at the edge of Raleigh and a short drive from Research Triangle Park, has been developed to sustain its natural beauty and a sense of safe, peaceful living. Within reach are rich cultural experiences, including drama, music and the visual arts, and ever-expanding opportunities for internships and field placements in state government, education, business, technology, human services, and the sciences.

Meredith facilities, including a 600-seat auditorium, a 1200-seat amphitheater overlooking the lake, and flexible meeting space with dining services, are available for use by off-campus groups.

Diversity and Openness: Meredith's Nondiscrimination Policies

In all of its interactions and endeavors, the Meredith College community not only respects the diversity of its members but also welcomes students and employees of any age, race, creed, national or ethnic origin, and sexual orientation. Diversity is essential to the education of women who will manage, lead and creatively shape the professions they enter. The college does not discriminate on the basis of age, race, creed, national or ethnic origin or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

College policies and administrative practices also accommodate the needs of students with disabilities. The college does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the Disabilities Services coordinator in the Counseling Center in Carroll Hall, 760-8427 or **DisabilitiesServices@meredith.edu** or the Americans with Disabilities Act Coordinator, the dean of students, in the Student Development Office in the Park Center, 760-8521.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone 404.679.4501) to award graduate and undergraduate degrees.

The college also maintains the following specialized accreditations:

- ▲ National Association of Schools of Music
- ▲ Council on Social Work Education
- ▲ Foundation for Interior Design Education and Research (FIDER)
- ▲ National Council for Accreditation of Teacher Education (NCATE)
- ▲ North Carolina Department of Public Instruction
- ▲ Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association

The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internships Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone 312.399.4876). The college is a member of the American Association of Colleges, the American and North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women (AAUP).

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages.

Approximately 81 percent of entering freshmen return for their sophomore year. An average of 67 percent of full-time first-time students are graduated from the college within six years, with 58 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educa-

tional practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith's educational program has been recognized in several publications. *U.S. News & World Report* ranked Meredith eleventh among the best master's universities in the South in its 2003 edition of *America's Best Colleges*. It is also named as one of the "Best 201" in *Great Colleges for the Real World* (Viollt, Octameron Associates, 2002).

Meredith is happy to provide students with information about graduation and persistence statistics, financial assistance programs and policies, and campus safety and security reports. Information may be requested from the Office of Admissions.

Graduate and Continuing Education

Graduate Programs

The John E. Weems Graduate School of Meredith College offers five master's degree programs:

- ▲ Master of Business Administration (M.B.A.)
- ▲ Master of Education with licensure in elementary education, English, ESL or reading
- ▲ Master of Health Administration (M.H.A.)
- ▲ Master of Music (M.M. in performance and pedagogy)
- ▲ Master of Science in Nutrition

Also offered is a post-baccalaureate Dietetic Internship accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. For a full description of these programs and their requirements, please request a graduate catalogue at (919) 760-8423 or visit www.graduate.edu/



Meredith supports students through MTI, which provides each full-time student with her own laptop, and the Undergraduate Research Program, which encourages faculty/student interaction (inset left). Meredith also boasts five NCAA Division III athletic teams (inset right).

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each applicant is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, sexual orientation, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes (see pages 27 and 28.) Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status (pages 52 – 53). The College also enrolls as commuting students adult women who enter through the 23⁺ Program admission option.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other Southern states, students from across the country and beyond are sought. Students from minority

groups, from all economic levels, from public and private schools, and from any religious background are encouraged to apply. Admission decisions are made without regard to financial need factors. A student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance beginning on page 35.

Admissions Options

Meredith College provides two undergraduate admission programs: Traditional Admission and 23⁺ Program Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, are advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23⁺ Program Admission (page 23) or through the Traditional Admissions route. Any woman who has been out of college for some time, or one who would be a first-time college student, is advised to apply for 23⁺ Program Admission. Graduate admissions are processed in the John E. Weems Graduate School.

Freshman Traditional Admission

The following items are required of students seeking traditional admission:

- ▲ Meredith College application (available in the Office of Admissions or online at www.meredith.edu/admissions/)
- ▲ A non-refundable application fee of \$35*
- ▲ Secondary school records
- ▲ Test scores
- ▲ Recommendations
- ▲ Health Report (required of students accepted for admission).

Each of these items is described in detail below.

*A student for whom the \$35 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

A student who is 23 or older and who is applying as a first-time freshman should apply for 23+ Program Admission (*page 23*).

Secondary-School Record

The most important admissions credential is the student's high school record, which should reflect all courses attempted, academic performance, and class standing. An official high school transcript, including a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary school credit earned in grades 9 through 12, with at least 15 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

Suggested Academic Course Program

English	.....4	
Foreign Language	.....2	
Mathematics	.....3	<i>(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)</i>
Science	.....3	
History/Social Studies	...3	
Electives	.....1	<i>(preferably chosen from academic subjects listed above)</i>

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work.

Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class 55 to 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year, with acceptance contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the college. These scores are considered in relation to other measures of academic success demonstrated at the high school level. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1150 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. This test should be taken after January of the junior year and before December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board website, www.collegeboard.com/. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

ESL Students: In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (International students, especially those who will be traveling on a student visa, should see page 25 for testing expectations.)

Official SAT-I or TOEFL scores may be reported to Meredith with the code number 5410; for ACT score requests, the code number is 3126.

Recommendations

Recommendations often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An

applicant is asked to provide recommendations from a school official and from a teacher who has taught her in an academic subject in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides recommendation forms for the reference's use. These recommendations are used for admissions decisions only; they do not become part of an enrolled student's file.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

Students with Disabilities

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued pursuant thereto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students who want to arrange for accommodations by the College will be required to submit appropriate documentation of the disability and complete the certification process through Disability Services.

Admissions Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (admissions@meredith.edu)

In some cases, the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

Musical Auditions

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should audition prior to February 1 of her senior year. (*page 158.*)

Credentials for Home-Schooled Students

Because the academic experiences of home-schooled students are varied, the credentials used in the evaluation of an application are established on an individual basis. The applicant is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. (*See page 18 for the list of high school unit requirements.*) She must submit an official transcript from each traditional high school attended (if any) and official copies of tran-

scripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate is required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

Application Deadline

Applications are received for consideration as long as space in the entering class allows. Although in most years the college is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

The Acceptance Process

Traditional freshmen applicants may elect one of three evaluation options for their applications: Early Admission, Early Decision, and Rolling Admission.

Early Admission

Meredith will consider for admission students who wish to accelerate their studies by entering college

after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as her academic preparedness.

The college requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If this course is not completed during the junior year, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

Early Decision Plan

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year. The college acts upon early decision applications by November 1 and notifies each candidate immediately of the decision.

The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. (*Application process is described on page 18.*) Students accepted under the Early Decision Plan are required to make a \$100 deposit by December 1. This non-refundable payment applies toward freshman-year charges. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw

all other pending applications and refrain from filing applications for admission to other institutions.

Early acceptance is based on clearly meeting admissions criteria. If additional information, such as first-term grades or senior-year SAT-I or ACT scores, is needed to make a decision, a student may be notified that action on her application has been deferred. Such a student is guaranteed unbiased consideration under the rolling admission program (*below*). The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

Rolling Admission Plan

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid November, the college acts upon applications as soon as all necessary credentials are received and notifies students promptly of its decisions.

Candidates' Reply Date

Meredith College subscribes to the Candidates' Reply Date. A student accepted under the rolling decision plan is expected to make a \$100 deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 deposit by December 1 or 10 days after the date of acceptance,

whichever date is later. This non-refundable deposit will apply toward charges for the spring semester.

Honors and Teaching Fellows Admission

Students are admitted to the Honors Program at Meredith by invitation of the honors director. Teaching Fellows are selected through a statewide competition coordinated by the North Carolina Teaching Fellows Commission.

Transfer Traditional Admission

Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted who are under the age of 23 or international students of any age who will need a student visa must apply through the Traditional Admissions program.

Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools.

Relevant information regarding transfer of credit and Meredith credit regulations is available as follows:

- ▲ Transfer of credit (*page 61*);
- ▲ Transfer grade point average (*page 61*); and
- ▲ Residence credit requirements (*page 68*).

Students are admitted at all class levels, but at least 31 semester hours of residence credit must be completed at Meredith College as a requirement for graduation.

A woman who is 23 or older who has previously earned college credit may apply through 23+ Program Admission (*page 23*). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for

some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and are advised to apply through the Traditional Admission program. (*Credit requirements for a second degree program are given on page 58.*)

Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to

- ▲ have at least an overall C average on all courses attempted at post secondary institutions;
- ▲ be eligible to return to the last institution regularly attended; and
- ▲ be recommended by college officials.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advising purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Satisfactory completion is defined as a C average or higher on all courses attempted at post-secondary institutions. Admission is always contingent upon receipt of a complete medical report (*page 19*).

Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or the Meredith web site, www.meredith.edu, and the non-refundable \$35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the Office of Admissions. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The Office of Admissions provides recommendation forms for this purpose. Recommendations are not part of the ongoing file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions are made on a rolling basis as evaluations

are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1 or within 10 days after the date of acceptance. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance— whichever date is later.

Requirements and Procedures for Students from Technical, Business, Bible, and Nursing Schools

In addition to the requirements and procedures for transfer student applications provided above, a student from a technical, business, Bible, or nursing school must arrange for her secondary institution to provide an official transcript of her high school records and scores on all standardized tests of scholastic aptitude. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution. Evaluation of credentials for these applicants will take into account the course of study and the type of institution attended.

23+ Program Admission

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a student without fulfilling regular Meredith admissions requirements. She may be beginning college for the first time, transferring in credits, or seeking readmission to Meredith. A student must be 23 years of age as of the first class day of the term she wishes to enroll in order to apply through the 23+ Program.

To apply for admission, the 23+ applicant submits the following to the Office of Admissions:

- ▲ Meredith College application;
- ▲ \$35 application fee;
- ▲ All transcripts, including high school and/or GED and post-secondary;
- ▲ Recommendation from current or former employer or minister; and
- ▲ For non-native English speakers, Test of English as a Foreign Language (TOEFL) for advisory purposes.

The Office of the Registrar evaluates all academic records and provides a preliminary credit statement reflecting hours deemed transferable from other post-secondary institutions, general education requirements met, and the transfer grade point average.

The applicant then meets with an academic adviser in the 23⁺ Undergraduate Degree Program, to discuss her credit evaluation and life circumstances. Together, they determine a program of study consisting of 3 to 15 semester credit hours and any math and English readiness courses she may need. They sign a program letter outlining the conditions to be met.

Upon receipt of the signed program letter, the Office of Admissions accepts the applicant into Meredith College as a 23⁺ student. A student accepted for fall must pay a \$100 non-refundable deposit by August 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term. Prior to registration a student must submit the required health information to the Health Center.

Prior to acceptance or thereafter, a student may discover that she will be unable to attend that particular semester. If she wishes to attend the following semester, she must inform Admissions and the 23⁺ Office that she wishes to defer her admission. She does not

need to pay any additional application fees. The \$100 non-refundable deposit is held for the subsequent semester only (excluding summer). She may exercise this option only once. She must reapply if she does not enroll in courses the following semester.

Every 23⁺ student completes at least one semester in 23⁺ status with a course program of as many as 15 specified semester credit hours. Of immediate concern are the English and mathematics components of the general education requirements. If the student has not transferred the equivalent of ENG111 or ENG112, she must take ENG111. If she does not present an adequate background in mathematics, she is required to take a non-credit course covering high school through intermediate algebra (Algebra II) during her first year at Meredith.

The 23⁺ student must earn an overall grade point average of 2.00 on all courses taken while in the 23⁺ Program status. Once she has satisfactorily completed her program, including all math readiness and English composition courses, her admission as a degree student at the college is confirmed and her records are changed to reflect her status. She then will declare her major and begin to work with the academic adviser assigned to her by that department.

All credits earned as a 23⁺ Program student are applicable to the degree requirements at Meredith. The student also receives credit for any work that is transferable from other post-secondary institutions and credit for any acceptable advanced placement testing or extra-institutional instruction.

A student is given an academic warning if she does not achieve the 2.0 grade point average within the first 15 hours of her 23⁺ program, if it is possible for her to earn the 2.0 within the total number of credits still remaining in her 23⁺ program. If her grade point average is such that it would be mathematically impossible for her to successfully earn a

2.0 grade point average within the maximum of 15 hours allowed in the 23⁺ Program, a student may be dropped from the program whether or not she has completed 15 hours in the 23⁺ Program.

If a student is unsuccessful in the pre-arranged program, her admission is not confirmed and she must terminate her enrollment. After an absence of one semester, she may return under the conditions listed as a non-degree student and then, if successful, reapply as outlined under readmission.

International Student Admissions

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23⁺ Program Admission (*page 23*).

Students needing an F-1 visa for fall semester must file a complete application by March 1. The deadline for F-1 students seeking entrance to the spring semester is August 1.

In filing an application for either Traditional Admission or 23⁺ Program admission, an international student must submit the following:

- ▲ an official transcript, marksheet, or academic record from each secondary school, college, or university attended;
- ▲ an official copy of each diploma, degree, or educational certificate received;
- ▲ an official score report of any national examination;
- ▲ for non-native English speakers, scores on the Test of English as a Foreign Language (TOEFL); and
- ▲ for those already in the United States, proof of current Visa status.

If the original transcripts are not in English, an official translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider may be requested. If a Meredith admissions officer determines that this evaluation is needed, she or he will contact the applicant. Meredith recommends World Education Services, Inc. (WES) for this service; other independent evaluators may be used with prior approval from Meredith. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (www.wes.org). WES requires a fee from the applicant for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker and one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-I) or American College Test (ACT) for the TOEFL. The tests (TOEFL, SAT-I, and/or ACT) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23⁺ Program Admission option, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL for advisory purposes. A 23⁺ Program applicant whose native language is English will not be required to submit TOEFL, SAT-I or ACT scores.

An international student judged academically admissible will be required to show proof of financial responsibility for her education and to submit a completed health form. These conditions of

admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued; beginning in 2003, a March 1 deadline applies. An international student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for international students are limited. Each year there are a few scholarships ranging up to \$1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for her expenses.

Meredith College is authorized under federal law to enroll non-immigrant alien students. Information and application materials are available in the Office of Admissions.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. Exceptions are students on a valid leave of absence and those visiting another institution with the approval of Meredith College. A student whose admission to the College had previously been confirmed applies for re-admission through the Traditional Admission procedure.

A student who was initially accepted for 23⁺ Program Admission and who was still in 23⁺ Program status when she withdrew from the College (i.e., she had not been admitted as a degree student) applies for re-admission through the 23⁺ Program. Such a student will be considered for re-

admission only if she has earned fewer than 15 credits within the 23⁺ program and a total of fewer than 30 credits when including all non-degree and 23⁺ credits. Re-admission is not guaranteed, and such students will be required to follow a contract outlining specific and unique conditions designed to help them be successful.

A student who has been previously enrolled files an application for re-admission and a \$25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she must request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the college, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the college may have her application considered by the Board of Review. Along with the above application information, she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended, and any other information demonstrating that she should be readmitted. The Board of Review bases its decision on these materials. Application must be made at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is readmitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student who has been academically suspended twice or has withdrawn twice after completing a semester on academic probation normally will not be readmitted to the college.

Part Time Students

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the regular entrance requirements and admission procedures outlined in this chapter.

Non-Degree Students

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions procedures. In most instances, non-degree students are registered on a part-time basis.

Visiting Students

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the registrar's office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

International Visitors

International students at institutions outside the United States with which Meredith has exchange programs may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such students will file a special application and the required academic records and financial statement through the Office of Admissions. When the student is

cleared for exchange visitor status, the college will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students.

Teacher Licensure Renewal Students

A certified public school teacher who enters Meredith for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

Teacher Licensure Program Candidates

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. Once admitted to the program, the student receives from the Meredith School of Education guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program (*page 120*).

Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Application forms and procedures are available in the Office of Admissions.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the college and will register in the Office of the Registrar on the opening day of the term.

Post-Baccalaureate Students

A student who holds a baccalaureate degree and who is not interested in completing a second degree from Meredith may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop-add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes. Information about admission requirements and academic requirements for second degree students is on page 58.

Other Non-degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith may register for courses for credit as a non-degree student. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

A former 23⁺ student who has not been enrolled for at least one semester and who was not admitted to the degree program during her first 15 hours at Meredith may also register as an other non-degree student. She may take a maximum of 15 additional semester hours of restricted credit, and her program of study must be approved by the 23⁺ Office. As a non-degree and/or 23⁺ student, she may earn up to 30 semester hours, with all courses completed, including repeated courses, counting toward this number.

To be eligible for admission, she must adhere to this plan. Non-degree students are not eligible for financial aid.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been approved by the vice president for academic affairs.

Students pursuing this option register in the Office of the Registrar on the opening day of classes.

A non-degree student who thinks she may eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the college does not, by itself, assure admission.

Summer Session

Students accepted for admission to the fall term as well as those previously enrolled at Meredith under any of the conditions listed above may attend summer courses, which run in three and six-week sessions between mid-May and early August. Women from other colleges and universities are also welcome. Completing summer courses can help a student complete her degree in less than four

years. The Office of the Registrar makes available schedules and registration materials for the summer session.

Condition of Admission

Every person admitted to the college as a student agrees to the following condition of admission: Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

Advanced Standing Credit

Evaluation of Credit

A student approved for admission with advanced standing receives from the Office of the Registrar a credit evaluation reflecting credits transferred, general education requirements met, and transfer grade point average. In computing the overall transfer grade average, Meredith uses a 4.0 quality point average: A=4.0, B=3.0, C=2.0, and D=1.0. Other units of credit are converted to semester hours. Orientation, cultural activity, developmental (remedial), and physical education activity courses are not calculated in the transfer grade point average.

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may seek advanced placement and credit at Meredith. Competency in a subject area can be established through satisfactory performance on one of the following tests:

- ▲ A special departmental examination administered at Meredith
- ▲ Advanced Placement Examination of The College Board
- ▲ General examination or a subject examination of the College-Level Examination Program of The College Board
- ▲ An International Baccalaureate examination
- ▲ A Commonwealth Advanced Level examination.

Credits awarded for advanced placement credit are detailed on pages 62-66.

Credit for Extra Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education are used by the Office of the Registrar and the appropriate department head to decide upon credit given. In some instances, departmental examinations are used to determine credit. A maximum of 15 credit hours may be awarded for extra-institutional instruction.



At Meredith College, you'll make connections with fellow students, faculty and staff that will last well past graduation.

Finances

Meredith College is committed to offering the highest quality education available today for the most reasonable cost. Financial support from various sources supplements tuition and allows the college to enrich academic and co-curricular programs. A Meredith College education is value today and an investment for the future.

This section details the tuition and fees charged by the college and its various programs and services. The college reserves the right to change tuition and fees at the beginning of each semester if conditions make such adjustments necessary. Students will receive advance notice of any changes. Financial aid is available to students whose needs qualify them for assistance.

Residence Hall Services

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels. Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

Tuition and Fees

Full-time students include all resident students, regardless of the number of credit hours carried, and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

All full-time freshmen, sophomores, and juniors are required to participate in the Meredith College laptop initiative program.

Resident Students—Freshman, Sophomores, Juniors

(12-18 credit hours and all resident students)

	<u>Semester</u>	<u>Year</u>
Resident student tuition . . .	\$9,033	\$18,065
Room, board,	\$2,500	\$5,000
TOTAL	\$11,533	\$23,065

Commuting Students—Freshman, Sophomores, Juniors

(12-18 credit hours)

Commuting students tuition	\$9,033	\$18,065
---	---------	----------

Full-Time Students—Seniors

Resident student tuition	\$8,350	\$16,700
Room, board,	\$2,500	\$5,000
TOTAL	\$10,850	\$21,750

Part-Time Students

(1-11 credit hours)

Tuition (*for credit or audit*) \$480 per credit hour

(continued on page 32)

Additional Course Fees

Hours in excess of 18 . . . \$480 per credit hour

Applied Music—Per semesterFull-time students

1 half-hour lesson weekly \$140

2 half-hour lessons weekly \$280

Class lessons in piano,
voice, or guitar \$115

Recital fee \$140

Accompanist fee \$350

Part-time students (for credit)

Tuition of \$480 per credit hour plus the
following fees:

1 half-hour lesson weekly \$140

2 half-hour lessons weekly \$280

Class lessons in piano,
voice, or guitar \$115

Recital fee \$140

Accompanist fee \$350

Art

Studio fees vary up to \$225 per course to cover
expendable materials.

Birth through Kindergarten

BK 460 \$125

Child Development

CD 345 \$75

CD 434 \$55

CD 450 \$150

Education

EDU 490 Student Teaching \$300

Health and Physical Education

Golf, bowling, scuba diving, life guarding, Water
Safety Instruction, karate, ice skating, and first aid
fees are set at the beginning of each semester.

Social Work

SWK 402-A, Field Experience \$300

SWK 402-B, Field Experience \$300

Auditing Courses

Full-time students no charge

Part-time —auditing \$480 per credit hour

Special Fees

Application fee for new students \$35

Application fee for students seeking
re-admission \$25

Graduation and lifetime transcript fee . . . *\$75

Breakage fee

Students will be billed for unjustifiable damage to
college property.

Health services

Resident students are not charged for the ordinary
services of the college physician and nurses and/or
for the use of the student health center. Service is
available to non-resident students for \$100.00 per
semester.

**Maximum 10 transcripts per order, \$5.00 charge
per transcript over 10.*

Students from the Cooperating Raleigh Colleges
pay the same additional course fees as full-time
Meredith students.

Books, gym clothes, and other instructional
expenses are not included in the above charges.

Terms of Payment

Payment Schedule

Advance payment for all entering students\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1.

Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$35 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students\$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on

March 31 for the spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not pre-register for a future semester unless her account is paid in full.

Payment Plan Options

Meredith offers three alternate payment plans:

OPTION 1: A student may elect to pay the semester's tuition, room, and board charges in full on the due date.

OPTION 2: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 3: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$55 annual fee for this service, which is administered by Academic Management Services, P.O. Box 100, Swansea, MA, 02777 (1-800-635-0120).

North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2002-2003 was \$1,749.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form available in the Office of Financial Assistance. She must be certified by the college as an eligible recipient according to the state guidelines.

Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges. *See page 74 for how to effect an official withdrawal.*

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the

first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

Financial Assistance

Meredith offers a student assistance program designed to help meet the financial need of each student. Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. An international applicant should consult page 26 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2003-2004 is \$25,465. For the dependent commuting student

living with her parents, the cost of attending includes tuition and an estimated \$6,000 for food and miscellaneous personal expenses, including local transportation. The total cost used by the Office of Financial Assistance in its calculation of need for a full-time, dependent commuting student for 2003-2004 is \$24,065.

The average expenditure for books is calculated at approximately \$750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance at 919-760-8565 or on the web at www.meredith.edu/admissions/tuition.htm.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows before March 1 (priority date): Complete and mail the Free Application for Federal Student Aid (FAFSA) - an envelope is provided for you in the FAFSA booklet. Indicate Meredith College as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from any high school counselor or from the college financial aid officer where the student is enrolled. The FAFSA may also be completed online at www.fafsa.ed.gov/.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision aid estimate on financial assistance should file her aid application before October 15 of her senior year. She will need to request the Meredith College Aid Application for Early Decision from the Office of Financial Assistance or the Office of Admission. If this form is received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by March 1.

Although admission must be approved before the financial assistance application can be reviewed, an applicant does not have to be accepted before applying for financial assistance.

The FAFSA must be filed each year the student wishes to receive financial assistance; the form should be completed and mailed between January 1 and February 1 for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance by the priority deadlines, including applicants for competitive scholarships, will be informed of the

College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Stafford Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a Federal Work Study job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA is completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as

specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

A full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in Focus on Excellence. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Presidential Scholarships

At least three Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is valued at \$10,000 per year and is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend, up to a maximum of \$5,000, to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Meredith Honors Fellows Scholarships

These awards recognize students having superior academic ability, achievement, and promise. At least eight scholarship awards are available each year for entering freshmen having superior credentials. For 2003-2004, the Academic Scholarships are valued in the amount of \$8,000 annually. The scholarships are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The Meredith College Academic Scholarships are made possible through the following endowment funds:

- ▲ Craig-Davis Honors Scholarship;
- ▲ Hesta Kitchin Crawford Honors Scholarship;
- ▲ Jessie Ball Dupont Scholarship;
- ▲ Durham Corporation Education Endowment Fund;
- ▲ General Hugh B. Hester Honors Scholarship;
- ▲ Paula Green Hester Honors Scholarship;
- ▲ Cleo and Elwood Perry Honors Scholarship; and
- ▲ Vida Thompson Williams Scholarship.

Multicultural Fellows Awards

In recognition of academic ability, intellectual promise, and leadership skills, Meredith College has established the Multicultural Fellows Awards. The scholarship is valued at \$4,000 per year, without regard to financial need. It is renewable, provided the recipient remains in good standing, is a full-

time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Emerging Leaders Scholars

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. At least ten Emerging Leaders Scholarships will be awarded at \$4000 per year for up to four years. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith. To have her scholarship renewed, a student must be in good standing, be full-time, and have a minimum quality point ratio of 2.5 on courses taken at Meredith.

Students applying for talent scholarships in art, music or interior design need to apply for admission to the College by January 15; each student must file the scholarship application by February 1 for full consideration.

Art Scholarships

- ▲ Eleanor Layfield Davis Scholarship
- ▲ Ruby C. and Ernest P. McSwain Scholarship
- ▲ Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from \$300 to \$2,000 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the

College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

The Robert H. Lewis Scholarship is for \$3,000 per year. The Mary Perry Beddingfield Scholarship is for \$600 per year. A Music Talent Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 1. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a FAFSA to the Office of Financial Assistance.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in February by the Department of Music, Communication, and Theatre; the finalists are invited to the campus in March for another audition and for interviews with the music faculty.

The Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College each year awards entering freshmen two Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is \$1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 1. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith,

founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Honor Scholarships

Each year five Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is \$2,000 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG and any competitive scholarships, to match the stipend of \$6,500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

A semester abroad that costs the same as a regular semester is one of the many special activities that are part of the Teaching Fellows program.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year, provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an

overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Scholarships

Meredith College Scholarships

Meredith provides scholarships for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the scholarship is determined by the level of financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Meredith College Endowed Scholarships

George I. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Shugard Ballou Trust
Baptist Women Scholarship
Barham First Family Scholarship
J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. & Irene Rumer Bonhardt Scholarship
Annie & John Bostic Scholarship
Dorothy Ray Branham Scholarship
Charles E. Brewer Scholarship

Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
The Bryan Foundation Scholarship
The Bryan Scholarship Trust
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Craven Allen & Jane Russell Burris Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Carroll Sisters First Family Scholarship
Charlotte Wester Cate Scholarship
Centura Banks Teaching Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancy Memorial Scholarship
Sala M. Clark Scholarship
Class of 1910/ Z.M. Caveness Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1936 /Fisk-Rose Scholarship
Class of 1938 Scholarship Class of 1939 Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship
Class of 1951 Scholarship
Class of 1952 Scholarship (Harry E. Cooper Scholarship)
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1968/Phyllis Edwards Scholarship
Class of 1972 Scholarship
Class of 1990 Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Anne Reece Collins Scholarship
Mary Reid Bryan Cone Scholarship
Norma Baker Cook Art Scholarship
Harry E. Cooper Scholarship
Jean Batten Cooper Scholarship
Frances Tatum & C. R. Council Scholarship
Beulah Rimmer Craig Scholarship

Craig-Davis Honors Scholarship
 Hesta Kirchin Crawford Honors Scholarship
 Barham & Bertha Langdon Creech Scholarship
 Iris Culler Creech Scholarship
 Nell Baker Creech & Hallie W. Baker Scholarship
 Roger H. Crook Scholarship
 Phyllis Cunningham Scholarship
 Anne C. Dahle Scholarship
 Katherine Gene Davenport Dapore Scholarship
 Charles A. Davis Scholarship
 Eleanor Layfield Davis Art Scholarship
 Essie Dale Hunter Dickson Scholarship
 Beatrice E. Donley Scholarship
 Melody Jane Frazier Doster Scholarship
 Elizabeth James Dotterer First Family Scholarship
 Winnie Dratt 23+ Scholarship
 Jesse Ball duPont Endowment Fund
 Durham Corporation Education Endowment Fund
 Lucille Lawrence Ellis Scholarship
 English Leadership Fund
 Myrtle Hart Farmer Scholarship
 Betty Jo Farrington Scholarship
 Farrior Sisters Scholarship
 Elizabeth Kendrick Faucette Scholarship
 Dr. James Grady Faulk First Family Scholarship
 First Title Insurance Company Scholarship
 First Union Teaching Fellow Scholarship
 Charles Watson & Carolyn Scott Flynt Scholarship
 Nancy C. Forbes Scholarship
 Foreign Language Scholarship
 Jane Renn Frazier Scholarship
 Claude F. Gaddy Scholarship
 Nannie S. Gaddy Scholarship
 Patricia Howard Gay Scholarship for Chemistry
 Katherine Papadakis Georgallis Memorial Scholarship
 Glaxo Wellcome Women in Science Scholarship
 Barbara Lyons Goodman Scholarship
 Goodwin Girls First Family Scholarship
 Goodwin-Loftin First Family Scholarship
 Wense & Marion Morris Grabarek Scholarship
 Lillie Grandy Scholarships
 Mae Grimmer Scholarship
 Drs. Carolyn and Frank Grubbs Scholarship
 Jean Hallman Guion Scholarship
 Addie Jones Hall Scholarship
 The Reverend Romulus Ferdinand a & Bessie Stanton Hall
 Memorial Scholarship
 Fuller B. Hamrick Scholarship
 Pauline Olive Hamrick Scholarship
 Laura Weatherspoon Harrill Scholarship
 Ella Perry Harris Scholarship
 Julia Hamlet Harris Scholarship
 M. Elizabeth Harris Scholarship
 Shearon Harris Scholarship
 William Randolph Hearst Endowed Scholarship for Minority
 Scholars
 E. Bruce Heilman Scholarship
 Mattie Jenkins Henderson Scholarship
 John T. and Rebecca H. Henley Scholarship
 Ruth Hilliard Hensley Music Scholarship
 General Hugh B. Hester Honors Scholarship
 Paula Greene Hester Scholarship
 Ella Greenwood Halcomb Scholarship
 Ruth Tucker Holleman Scholarship
 M. A. Horner Scholarship
 Mabel Andrews House Scholarship
 Jo Welch Hull Scholarship
 Nannie Willis Hunter Scholarship
 Catharine Watkins Isaacs Memorial Scholarship
 Catharine Margaret Inez Watkins Isaacs First Family Scholarship
 Elbert C. and Gladys P. Jackson Family Scholarship
 Catherine McCracken and J. Hayden James III Scholarship
 The James Scholarship
 Frances P. Jennings Scholarship
 Guion Johnson Scholarship
 Mary Lynch Johnson Scholarship
 Moses S. Jones Scholarship
 Alice Keith Scholarship
 Katharine Kerr Kendall Scholarship
 Ione K. & Thomas B. Knight First Family Scholarship
 Kay Lambeth Scholarship
 Langley Family Scholarship

William W. Lawrence Scholarship
 Ida Belle Ledbetter Scholarship
 Lola Marshburn Ledford Scholarship
 Carolyn Sperry Leith Scholarship
 Rebecca Jean Morris Lewis Scholarship
 Robert H. Lewis Scholarship
 Margaret Hine Linville Scholarship
 Mabel Claire Hoggard Maddrey Scholarship
 Mangum Scholarship
 Martin Family Scholarship
 Gail Newton Martin Scholarship
 Leroy Martin Scholarship
 Marie M. Mason Scholarship
 Mr. and Mrs. W. H. Matthews Scholarship
 Anna Elizabeth Liles Maynard Memorial Scholarship
 Gwen & George McCotter First Family Scholarship
 Wilma L. McCurdy Memorial Scholarship
 Mana Blevins McGilvray Scholarship
 Mary Mac Stroud McLean Scholarship
 Margaret Mason McManus Scholarship
 Deborah S. McNeill Scholarship
 Ruby C. & Ernest P. McSwain Scholarship
 Memorial Theatre Scholarship
 Thomas Meredith Baptist Heritage Scholarship
 Charles E. Merrill Scholarship
 Everette Miller Teaching Scholarship
 Charles S. Mitchell Scholarship
 Mull-Jackson-Mellette First Family Scholarship
 Rebecca J. Murray Teaching Scholarship
 NationsBank Corporation Teaching Scholarship
 Nationwide Insurance Foundation Scholarship
 The Neese Family Scholarship
 Margaret Grayson Nelson Scholarship
 New Bern First Baptist Church Scholarship
 Jennie Reid Newby First Family Scholarship
 Nancy Newlin Memorial Scholarship
 Sarah Rigdell Nicholson Scholarship
 Marguerite Warren Noel First Family Scholarship
 North Carolina Baptist Foundation Scholarship
 Mary Crawford Norwood Scholarship
 Edla Adams Ogburn Scholarship
 Dr. Murphy M. Osborne First Family Scholarship
 Lois Griswold Outland Art Scholarship
 Gladys Blaylock Page First Family Scholarship
 Margaret Faucette Parker Music Scholarship
 Margaret Weatherspoon Parker Scholarship
 Parker-Freeman Scholarship
 Elizabeth Fleischman Patrick Scholarship
 Cleo & Elwood Perry Honors Scholarship
 Perry-Harris English Scholarship
 Larnette W. Phifer Scholarship
 Carolyn Peacock Poole Scholarship
 Virginia Branch Pope Scholarship
 Ida Poteat Scholarship
 Judge Edwin Preston & Dr. Dorothy Preston Scholarship
 Helen Price/Kappa Nu Sigma Scholarship
 Dr. Carlton Sylvester Prickett Scholarship
 Thomas P. Pruitt Scholarship
 Public Service Company of North Carolina, Inc. Teaching Fellow
 Evelyn Hampton Rappaport Scholarship
 Oliver Davis Revell Scholarship
 Z. Smith Reynolds Foundation Scholarship
 Virginia Lancaster Robertson First Family Scholarship
 Virginia Lancaster Robertson Scholarship
 Mark Rose Travel Scholarship
 Norma V. Rose Memorial Scholarship
 Ross Family Scholarship
 Royster-Parker Scholarship
 Ellen Amanda Rumley Memorial Scholarship
 Alice Goodman Satisfsky and Daniel Satisfsky Scholarship
 Margaret D. Schorger Scholarship
 Senter Sisters Scholarship
 Janie Green Shearin First Family Scholarship
 Sandra Graham Shelton Scholarship
 Shelton Supplementary Scholarship
 Louise Shingleton Shivers Scholarship for Creative Writing
 Dorothy Hunt Sides Scholarship
 Ruth F. Singleton Scholarship
 Liz Shelton Smith-Cox Scholarship
 Spelman-Crawford Music Scholarship
 Lynette Glazener Spencer Scholarship
 Stell Sisters Scholarship
 Marilyn M. Stuber Scholarship
 Student Foundation Scholarship

Jane Watkins Sullivan Scholarship
 Taylor Family Study Abroad Scholarship
 Emma Barber Towler Memorial Scholarship
 Martha Nell Tucker Science Scholarship
 Myrtle King Turner Scholarship
 John Graves Vann & Mary Norwood Vann Scholarship
 Lucretia Dean Vick Travel Award
 Wachovia Scholarship
 Elizabeth Tucker Wagoner Scholarship
 Irving H. Wainwright First Family Scholarship
 Irving H. Wainwright Scholarship
 Robbie Hedrick Walker First Family Scholarship
 Martha Medlin Wardlaw Scholarship
 Marion Fiske Welch Scholarship
 Wescott-Daniels Memorial Scholarship
 Clara Jewell Spell Westbrook Scholarship
 Suzanne Ripley Weston Scholarship
 Cecile Ward White Scholarship
 Martha McKeel Whitehurst Scholarship
 Bobbitt Clay Williams Scholarship
 Duvall M. Williams Scholarship
 Marianne Nifong Raker Scholarship
 Lena Mae Williams and Lena Stone Williams Music Scholarship
 Vida Thompson Williams Scholarship
 Ruth C. Wilson Scholarship
 Annie C. Womble Scholarship
 Clara Young Woodall Scholarship
 Erika Suzanne Woodlief Memorial Scholarship
 Wyford Scholarship
 Lucile Ward Yarbrough Memorial Scholarship

Non-Endowed Scholarships

BD Scholarship
 Branch Banking & Trust Teaching Scholarship
 Brayhill Scholarship
 Carolina Power & Light Scholarship
 Coca-Cola First Generation Scholarship
 Farrier Sisters Scholarship
 First Citizens Bank
 A.J. Fletcher Music Scholarships

Golf Tournament Scholarships
 Park Foundation Presidential Scholarships
 Presser Music Scholarship
 UPS Scholarship
 Phyllis Brooks Wainwright Art Scholarship
 Lettie Pate Whitehead Scholarships

Additional Scholarships

Additional scholarship opportunities are listed on the web page of the Office of Financial Assistance at www.meredith.edu/admissions/finaid

Frequently asked questions about Financial Assistance

How can Meredith help me?

We can offer many solutions. If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit www.meredith.edu/admissions/finaid-apply.htm for additional information about financial aid.

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2003-2004 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

Direct Costs

	<u>On-Campus</u>	<u>Commuting</u>
Tuition	\$18,065	\$18,065
Room and Board	\$5,000	—
Total	\$23,065	\$18,065

Estimated Expenses

	<u>On-Campus</u>	<u>Commuting</u>
Room and Board	—	\$3,600
Books and Supplies	\$750	\$750
Transportation	\$400	\$400
Personal Expenses	\$1,250	\$1,250
Estimated Total	\$25,465	\$24,065

Can I receive more financial aid at Meredith College than at a less expensive college or university?

Probably. Although your expected family contribution remains the same, your financial need varies according to the cost of the college. In contrast with a public institution, for instance, your eligibility level is higher at Meredith.

Is financial aid renewed each year through four years of college?

It is not renewed automatically. You must submit the FAFSA each year before the priority deadline and maintain satisfactory academic progress. Each year your award will be based upon the family circumstances that you report.

What if family circumstances change?

Family circumstances change when there are increases or decreases in family income levels which will affect your eligibility for financial assistance each year. For example, a family may borrow against an IRA account (thus raising income and lessening eligibility).

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

International students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is \$1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.



Student Life

Campus life at Meredith offers activities, such as Stunt (inset top), arts and culture through the College's arts programs (inset right) and time to relax with friends in the courtyard.

Student Life

The quality of student life at Meredith is important to the Meredith community. The college has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including academic advising; admissions; dean of students; diversity programs; financial assistance; residence directors; commuter life and special services; campus ministry; volunteer services; counseling; health services; residence life; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

Student Orientation

An in-depth and diverse program of orientation for new students and their families takes place before classes start in August and an abbreviated program for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The *Student Handbook and Activities Calendar* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

Cultural and Social Activities

Believing the cultural and social life of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall,

writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); playwright Wendy Wasserstein; and journalists Judy Woodruff and Bob Edwards. Nobel laureate Elie Wiesel is scheduled as a Wallace lecturer in fall 2003.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore! appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*, *Follies*, *In the Prime of Her Life*, and *Hush: An Interview with America*.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center, in the Rotunda Gallery of Johnson Hall, and in the first floor gallery of the Science and Math Building.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community.

Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem offers availability to a host of cultural and social activities.

Student Honors

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. *Kappa Nu Sigma*, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into *Alpha Lambda Delta*, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement.

A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 71.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas

include *Psi Chi* for psychology students, *Phi Alpha Theta* for history students, *Sigma Alpha Iota* and *Pi Kappa Lambda* for music students, *Delta Mu Delta* for business students, *Beta Beta Beta* for biology students, *Kappa Omicron Nu* for human environmental sciences, *Alpha Kappa Delta* for sociology, *Alpha Delta Mu* for social work, *Sigma Delta Pi* for Spanish, *Pi Delta Phi* for French, *Pi Mu Epsilon* for mathematics students, *Alpha Epsilon Kappa* for religion and *Sigma Tau Delta* for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs, and student leaders who have excelled are recognized in an awards program in the spring.

Student Responsibility

The faith that Meredith places in students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on many college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essen-

tial to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

Student Government Association

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students; gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; studies and reviews student organizations; and reviews all student regulations.

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 90 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the *2003–2004 Student Handbook and Activities Calendar*.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these

organizations. For more information, contact the Office of Student Activities and Leadership Development at 919-760-8338.

Societies

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astratekton and Philaretian societies now work with social service agencies as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

Religious Life

Campus Ministry

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in

the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith, faculty, students and the broader community. Located in the Office of the Campus Minister, the coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty, staff and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an adviser to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the MeredithReads program, the coordinator of volunteer services is a liaison to the MotherRead program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the coordinator of Volunteer Services in Jones Chapel.

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and two dance studios. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

Intercollegiate Athletics

Meredith sponsors five intercollegiate sports, including soccer, volleyball, tennis, basketball, and fast-pitch softball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. *Note: Fall sports (soccer and volleyball) begin practice during the week of freshman orientation, so it may be necessary to contact the coach during the summer prior to the beginning of the fall semester.

The Athletic Office, under the supervision of the director of Athletics, administers the organization and activities of the intercollegiate athletic program. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its policies and procedures and endeavors

to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, they must be in good standing with the institution, be full-time students, and abide by all rules of the NCAA.

Student-athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student-athletes. Reporting to an academic division of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student-athletes.

Residence

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned. Each room is equipped with internet and e-mail access, cable television, and a telephone jack.

Freshmen are usually assigned to Brewer, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of Residence Life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their halls. Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and three other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-aged students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- ▲ Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- ▲ Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- ▲ Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- ▲ Campus housing is available to undergraduate degree-

seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.

- ▲ Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- ▲ On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- ▲ Residential policies will be reviewed annually.

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication; there are mail pockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

Health Care

Health care is under the general direction of the director of Health Services. The Health Center is served on a regular basis by a local physician, with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday –Thursday and 7:00 a.m. to 5:00 p.m. on Fridays. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

Counseling

Academic Advising

The College provides guidance to students in the planning of their individual academic programs under the general direction of the director of Academic Advising, whose office is located in the Park Center. See page 59 for further details.

Career Planning

The Meredith Career Center, located in the Park Center, offers career counseling, educational programs and resource information to students who are undecided about their courses of study or career plans as well as those preparing for a specific career field. Assistance is available regarding employment, cooperative education experiences, interviewing, resume preparation, occupational outlook, salaries, and related issues. Students may also take vocational interest tests and a for-credit career planning seminar. Campus recruiting, a web-based resume referral database, graduate school guidance, and career fairs help seniors as they begin to implement their plans for graduate study or careers.

Counseling Center

The Counseling Center offers individual and group counseling to students with concerns of any kind—social, emotional or academic—with counselors who are degreed and licensed. All counseling services are free and confidential. The Center also works with students with disabilities and their faculty. In addition to counseling services, the Counseling Center offers psychological consultation, and general referral services. The Counseling Center offers an eating disorder and a depression/ anxiety screening day. During the academic year the center provides the community with a counselor on call to assist in crisis situations. The counselor on call can be accessed by calling Campus Police at 760-8888. Ultimately, services for acute psychological crises are provided by local hospitals. Students are encouraged to call any time or stop by between 8:00 a.m. and 8:00 p.m. Mon.–Thurs. and between 8:00 am and 5:00 p.m. on Fridays to make an appointment. The Counseling Center is located on the first floor of Carroll Hall next to the Health Center.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if

desired. Students are encouraged to contact the Disability Services office at 760-8427 or disability-services@meredith.edu for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Freshman Discovery Series and First-Year Experience Class

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

Student Organizations

Student Organizations: **Opportunities** **for Involvement**

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

- Executive Committee
- Association of Meredith Commuters
- Elections Board
- Honor Council (and Review Board)
- Residence Hall Board
- Senate

Student Life Committee

- WINGS (Women in New Goal Settings)
- Publications
- Publications Board
- Acorn* (literary magazine)
- Meredith Herald* (newspaper)
- Oak Leaves* (yearbook)

Programming Associations

- Campus Activities Board
- Association for Cultural Awareness
- Meredith Entertainment Association
- Meredith International Association
- Meredith Recreation Association

Religious Associations

- Interfaith Council
- Campus Crusade for Christ
- InterVarsity Christian Fellowship
- Latter-Day Saints Student Association
- Meredith Christian Association

Service Organizations

- Service Council
- Astrotekton Society
- Circle K
- Junior Woman's Club
- Philaretian Society

Class Council

- Freshman Class
- Sophomore Class
- Junior Class
- Senior Class

Clubs

- American Choral Directors Association
- American Society of Interior Design
- Angels for the Environment
- Angels for Life
- Artists' Alliance
- Barber Science Club
- Canaday Math and Computer Science Club
- Club of Arabic Language and Culture
- College Democrats
- College Republicans
- Collegiate Music Educators National Conference
- Colton English Club
- Dance Club
- Die Rebblaus* German Club
- Disability Service Organization
- Extra Theatre Company
- History and Politics Club
- Societa Italiana* Italian Club
- La Tertulia* Spanish Club
- Le Cercle Francais* French Club

Mae Grimmer Granddaughters' Club

- Meredith Accounting Association
- Meredith Association for the Education of Young Children
- Meredith Association of Pre-Health Profession Students
- Meredith College Association of Family and Consumer Sciences
- Meredith College Student Dietetic Association
- Meredith Disabilities Organization
- Meredith Fashion Association
- Meredith Video Club
- Model United Nations
- Pi Sigma Epsilon*
- Psychology Club
- Social Work Club
- Society for Human Resource Management
- Sociology Club
- Spectrum
- Sports Science Association
- Student Business Advisory Board
- Student Foundation
- Student NC Association of Educators
- Tomorrow's Business Women
- Women's Issues Network

Honor Societies

Alpha Delta Mu, Alpha Lambda Delta, Alpha Mu Gamma, Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Delta Upsilon Upsilon, Kappa Nu Sigma, Kappa Omicron Nu, Lambda Pi Eta, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Sigma Tau Delta, Silver Shield, Theta Alpha Kappa



Academics, Policies and Procedures



With more than 40 academic degree programs, Meredith attracts students with varied interests.

Academics: Policies and Procedures

Overview of Academic Requirements

Meredith College requires that students complete a minimum of 124 semester hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses taken at Meredith in the major field. A student's program of study includes 51-67 semester hours of general education courses (*pages 88–89*) and all courses required in at least one major field (*page 58*). Major field requirements range from 30 to 70 semester hours; some call for concentrations which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest. Both general education and major field requirements for the Bachelor of Music degree are unique to that program (*page 161*).

A **major** is a program of approved courses and experiences that allows a student to pursue in-depth study in a discipline, or in an interdisciplinary curriculum, in order to advance her knowledge and understanding of the content and tools of that field of study. Established majors described in this catalogue as well as a contract major option are available. A major prepares students for graduate study and, in some instances, it may have a career oriented or pre-professional focus. The major field is listed on a student's transcript, along with the degree that is conferred.

A **concentration** is an area of specialization within a major designed to focus on a specific content area and/or provide a career-oriented component. Schools and departments offer concentrations when the discipline or field of study is particularly broad

and students may wish to develop a significant degree of expertise in a particular area of the major field. A concentration is listed on the student's official transcript as part of the major field of study, along with the degree conferred.

A **minor** allows a student to pursue an area of interest in addition to her major by completing an approved course program in another academic discipline or related disciplines. Minors are available in most departments and schools. In addition, the college offers several interdisciplinary minors. In general, a minor is optional, although certain majors have a co-requirement of a minor as outlined in the major requirements. A minor is listed on the student's official transcript.

The **contract major** option allows the highly focused and motivated student to design a unique course of study. Students wishing to combine course work in several disciplines or pursue a specific topic in depth within or across disciplines may want to consider this option. A grade point average of 2.5 or better is recommended for students who propose a contract major.

This section defines requirements and outlines policies that govern a student's progress toward a degree. Descriptions and requirements of specific academic programs begin on page 87.

Types of Degrees

Undergraduate degrees offered by Meredith include the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music, with majors in the following areas:

Bachelor of Arts

American Civilization
 Art
 Biology
 Chemistry
 Communication
 Dance
 Economics
 English
 Environmental Studies
 French
 History
 International Studies

Mathematics
 Music
 Musical Theatre
 Political Studies
 Pre-Art Therapy
 Psychology
 Public History
 Religion
 Sociology
 Spanish
 Theatre

Bachelor of Science

Accounting
 Biology
 Business Administration
 Chemistry
 Child Development
 Clothing and Fashion
 Merchandising
 Computer Information
 Systems
 Computer Science

Exercise and
 Sports Science
 Family and
 Consumer Science
 Foods and Nutrition
 Interior Design
 International Business
 Mathematics

Bachelor of Social Work

Social Work

Bachelor of Music

Music Performance

Music Education

The Bachelor of Music with a major in performance or music education is a professional degree built on a liberal arts base. This degree prepares the student for a career in teaching or performance. Its requirements differ from those of other Meredith degrees. *See page for 163 a listing of requirements.*

Preparation for teaching includes any Meredith major plus teaching licensure offered by the School of Education. *See page 118.*

Second Baccalaureate Degrees

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith or another institution or by a student currently working on her first baccalaureate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second and different baccalaureate degree:

1. She must meet all the requirements for the second degree.
2. She must comply with a minimum of 31 hours in residence beyond requirements for the first degree.

Generally the same degree will not be awarded twice. However, a student who holds a bachelor's degree from another institution may be awarded the same baccalaureate degree if the following conditions are met:

1. The field of study is different from that of the first degree. This requirement is subject to approval by the vice president for academic affairs and the Academic Council.
2. The student has met all Meredith degree requirements, including general education and major requirements.

3. The student has completed a minimum of 31 credit hours at Meredith.

A student working on a second baccalaureate degree shall be classified academically as a senior.

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. *For admissions requirements and procedures, see page 28.*

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during her period of enrollment. She may elect to follow degree requirements published in that or any subsequent catalogue in force during her period of residence. A student accepted for re-admission to the college after an absence of more than a year will comply with the degree requirements of the catalogue under which she is readmitted or a subsequent catalogue. The student will be considered “in residence” during the semester in which the student withdraws officially from the College or is approved for leave of absence. Exceptions may be necessary in order to conform to standards of outside accrediting agencies. The Meredith College Catalogue does not serve as a contract of any kind.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic adviser who will work collaboratively with her to plan course schedules and explore her academic goals and interests. Freshmen advisers are well versed in general education requirements and familiar with campus resources and support systems. They can provide detailed curriculum guides for all available majors. Questions about academic advising should be addressed to the director of academic advising at 919-760-8059.

Although some enter Meredith with a major in mind, students more typically explore a number of options before choosing a direction. First year students usually enroll in general education courses and entry-level courses in fields of interest. During this time they consult with academic advisers and other faculty and staff to create a plan of study.

Selecting a Major

A major requires a minimum of 30 semester hours and a maximum of 70 hours (including prerequisite courses). A major may exceed 70 hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35 per cent of the credit hours required for a major must be taken in courses designated by the department as upper level.

A major may also require specific courses outside of the department or school offering the major. In such cases these related courses are considered part of the total hours required for the major.

ENG 090, MAT 090, and 100 level foreign language courses are not considered prerequisites and are not part of the major hours. A major may require (or present as an option) a concentration within the discipline or have a co-requirement of a minor.

A student may complete up to two years of study at Meredith before declaring a major. Although encouraged to explore various options during this time, she should talk with her adviser about course sequences and offerings in her areas of interest. A late declaration of major can put a student behind in some disciplines.

Those wishing to pursue teaching licensure should begin required course work in that area at the beginning of the sophomore year.

Applying for a Contract Major

There are two types of contract majors:

1. **Departmental** – Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.
2. **Interdisciplinary** – Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or schools.

In most cases, a department or school will design these majors according to the following guidelines:

(a) a minimum of 36 semester hours; **(b)** a unifying theme; **(c)** a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and **(d)** a three-hour senior project.

It is recommended that a student have a 2.5 or better grade point average to propose a contract major.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines. Normally, a contract major must be considered and approved by the Curriculum Committee and the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, serves the purpose of the contract major.

A student interested in this option meets with her adviser(s) to design the contract major proposal for submission to the Curriculum Committee. The contract major proposal must be submitted to the Curriculum Committee using the format outlined on the “Proposal for a Contract Major” form available in the registrar’s office. The proposal and supporting documentation must be submitted one

week before a Curriculum Committee regular meeting. All contract major proposals for the next year must be considered before the second February meeting of the Curriculum Committee. Proposals approved by the Curriculum Committee are sent to Academic Council for final approval.

A student pursuing a contract major may choose to complete a minor area of concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours, with study in upper division courses. Structured programs are available in each department or school.

Registering for Courses

Registration Materials

Registration instructions and class schedules are available from the Registrar’s office approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar’s office.

Shortly after mid-semester, students in good financial standing may pre-register for the following term. Schedules may be adjusted during the drop/add period — the first five days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 hours per semester. A full-time course load ranges between 12 and 18 hours. Students on probation should read the section on Satisfactory Progress, Retention and Suspension for their course load guidelines. A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic affairs.

A student seeking overload permission may take no more than 9 hours of half-semester courses.

Declaring a Major and Minor

A student may declare a major by consulting with the department head or other faculty in her chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. She follows the same procedure for declaring a minor: consulting with the program head or administrator, filing a Declaration of Minor form with the Office of the Registrar.

Advising in the Major Field

Once a student declares a major, she is assigned an academic adviser in that field. This adviser will assist the student in planning her course work until graduation. At the end of the junior year, the student and her adviser will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Dropping and Adding Courses

A drop-add period running for the first five days of each semester offers an opportunity to make adjustments to the class schedule.

Classification

Students are classified by year of study on the following basis:

<u>Classification</u>	<u>Semester hours completed</u>
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Credit options and restrictions

In addition to credit earned in scheduled courses at Meredith, students have a number of options for earning and transferring course credit and pursuing alternate educational experiences. These options are listed below.

Transfer Credit

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Transfer credits are recorded in semester hours and are evaluated with letter grades "A" through "C" on a 4.0 scale.

Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

Credits transferred will be counted for major requirements only with the approval of the department or school head. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the department head or appropriate dean.

Advanced Placement Credit

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues

- ▲ Advanced Placement Examination of The College Board (AP);
- ▲ College-Level Examination Program test (CLEP);
- ▲ International Baccalaureate examination (IB);

- ▲ Meredith College departmental tests; and
- ▲ course credits recommended by the American Council on Education and approved by the Meredith registrar.

Details of Meredith's AP, CLEP and IB policies are listed in the tables below.

Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History
Art Studio	3,4,5	3	Studio Art Elective
Biology	3,4,5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 201
Computer Science AB	3,4,5	6	Computer Science 201, 212
Economics—Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Education lab science
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100

(continued on page 63)

Credit Opportunities for High School Advanced Placement Courses (continued from page 62)

AP Exam	Score	Hours Granted	College Courses Satisfied
History—European	3,4,5	3	History 102
History—United States	3,4,5	3	History 214 or History 215
Human Geography	3,4,5	3	General Education behavioral and social science
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212
Music Theory	3,4,5	3	Music 100
Physics B (General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) <i>Subsidiary Level</i>	5	3	Studio Art elective
Art/Design Option B (Research Workbook) <i>Subsidiary Level</i>	5	3	Art elective
Art/Design Option A&B <i>Higher Level</i>	5	6	3 credits Studio Art 3 credits Art elective
Biology <i>Higher Level</i>	5	4	BIO 101/141
Business & Organization <i>Higher Level</i>	5	6	6 hours toward business major
Chemistry <i>Subsidiary Level</i>	5	4	CHE 111/141
Chemistry <i>Higher Level</i>	5	8	CHE 111/141, CHE 112/142
Classical Languages <i>Subsidiary Level</i>	5	3	Aesthetics and Art elective
Classical Languages <i>Higher Level</i>	5	6	Aesthetics and Art elective

(continued on page 64)

Meredith College International Baccalaureate Policy (continued from page 63)

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Computer Science <i>Higher Level</i>	5	3	Computer Science elective
Economics <i>Higher Level</i>	5	6	ECO 100/101
English (Language A1) <i>Higher Level</i>	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French <i>Subsidiary Level</i>	5	3 after completion of 6 hours at Meredith	
French <i>Higher Level</i>	5	6 after completion of 6 hours at Meredith	
Geography <i>Subsidiary Level</i>	5	3	Behavioral & Social Science elective
Geography <i>Higher Level</i>	5	6	Behavioral & Social Science elective
German <i>Subsidiary Level</i>	5	3 after 6 hours at Meredith	
German <i>Higher Level</i>	5	6 after 6 hours at Meredith	
History <i>Higher Level</i>	5	3	History elective
History of the Islamic World <i>Higher Level</i>	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods	5	3	Mathematics elective
<i>Subsidiary or Higher Level</i>			
Mathematics <i>Higher Level</i>	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music <i>Subsidiary Level</i>	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music <i>Higher Level</i>	5	3	MUS 100
Philosophy <i>Higher Level</i>	5	3	Philosophy elective
Physics <i>Subsidiary Level</i>	5	4	PHY 211/241
Physics <i>Higher Level</i>	4	8	PHY 211/241, PHY212/242
Psychology <i>Higher Level</i>	5	3	Psychology elective
Social Anthropology <i>Higher Level</i>	4	3	SOC 260
Spanish <i>Subsidiary Level</i>	5	3 after 6 hours at Meredith	
Spanish <i>Higher Level</i>	5	6 after 6 hours at Meredith	
Theatre Arts <i>Subsidiary Level</i>	4	3	THE 114
Theatre Arts <i>Higher Level</i>	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	6	ACC 230, 231
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 240
Marketing, Principles of	50	3	BUS 260
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: Early Colonizations to 1877	50	3	HIS 214
History of the United States II: 1865 to the Present	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: Ancient Near East to 1648	50	3	HIS 101
Western Civilization II: 1648 to the Present	50	3	HIS 102

(continued on page 66)

*Student must complete a course at Meredith in the same department or area with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record..

College Level Examination Program (CLEP) Examination *(continued from page 65)*

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition (with or without essay)		NONE	
English Literature		NONE	
Humanities	50	3*	
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions *	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	
Trigonometry	50	3	MAT 143

**Student must complete a course at Meredith in the same department or area with a grade of at least a C before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record..*

Visitation Credit

A student may elect to study for a single semester at another college or university while retaining her status as a Meredith student. This arrangement allows her to return to Meredith the following semester without having to apply for re-admission. Applications for this option are available in the Office of the Registrar. These arrangements must be completed before the student begins her study at another institution.

Cooperating Raleigh Colleges

Meredith, Peace, and Saint Augustine's Colleges, St. Mary's School and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Web-based and video courses at North Carolina State University are not included under the CRC agreement.

A student may take up to three courses per year through the CRC agreement. She may not take courses available at Meredith, except in unusual circumstances. The approval process begins with the student's academic adviser and requires approval from the head of the respective department or school. A CRC Application form is available in the Office of the Registrar. Approval is subject to space availability, as determined by the host institution.

Academic Council receives written appeals from students whose requests have not been approved under the stated process.

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the vice president for academic affairs. Up to four credit hours may be earned in a special studies course, and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

Independent Study (910)

- ▲ A program of study involving a minimum of guidance and allowing truly autonomous study.

Directed Individual Study (920)

- ▲ An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

Honors Thesis (925)

- ▲ For participants in the Meredith College Honors or

Teaching Fellows Programs. An extensive project demonstrating depth and breadth of understanding of the chosen topic and subject area.

Community Internship (930)

- ▲ An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

Group Study (940-949)

- ▲ A course on special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, the special studies options listed above require a Special Studies form, available in the Office of the Registrar. The completed form must be submitted to the registrar's office by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to her P/F options (*see page 72*).

Summer Study

Meredith conducts a summer session in which courses are generally taught over a three-week term, with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be

paid by the student at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department or school head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of “C” or better for the course to transfer to Meredith.

Correspondence Credit

A maximum of six credit hours may be allowed for correspondence courses on which a grade of C or higher is earned. Written permission must be granted by the student’s adviser, the head of the department involved, and the registrar.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for

extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor’s degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department or school.

Credit in Music

Of the 124 hours required for graduation, no more

than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (*See pages 241–242 for list of ensemble courses.*)

Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health and Physical Education and by the vice president for academic affairs or the registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments for evaluation. One to four hours of academic credit may be earned for each work experience. Up to eight hours of cooperative education credit may be applied to the 124 hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Audits may be arranged on the first meeting day of the course. Forms are available in the Office of the Registrar.

Full-time degree students may audit a course upon the approval of the course instructor and the registrar. The course becomes part of the student's course load and is listed on her permanent record.

A course must be designated for audit within the first 20 days of the semester. Any audited course may be dropped in the same manner as other courses. If the student withdraws from the audited course or does not satisfy the instructor's stated expectations for the audit, the grade of NA will be given.

Repeated Courses

A student may repeat a course in order to improve her grade. She should do so in the semester following the first attempt or as soon as the course is offered again. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat a Meredith course at another college; grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule book. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the

student drops either component during the drop/add period, she must drop both components.

Developmental/Remedial Courses

Developmental or remedial courses are offered in some subject areas for students needing additional preparation for college-level work. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average, and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

Academic Recognition and Graduation

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.5 grade point average appear on the list. To qualify for this honor, students must have completed at least 12 credit hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the office of the vice presi-

dent for academic affairs. Those who plan to graduate in May or August must file by December 1; December graduates file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this plan when they file for graduation.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A.** For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
 - 1. Meredith credits** — all courses taken at Meredith.
 - 2. Total credits** — all courses taken at any institution, including Meredith.
- B.** Students whose average is at least 3.2 quality points per semester hour are graduated cum laude; those whose average is at least 3.6 quality points per semester hour are graduated magna cum laude; those whose average is at least 3.9 quality points per semester hour are graduated summa cum laude.

For students graduating in May 2005 or after, graduation with distinction will be based on achieving the following grade point averages for all work counted toward graduation: 3.5–cum laude; 3.7–magna cum laude; 3.9–summa cum laude. Students graduating May 2005 or after must have a minimum of 62 hours earned at Meredith College to earn distinction.

Commencement

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program. Participation in a commencement program (May or December) is open to the following:

- ▲ students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony). August graduates may participate in December or May programs.
- ▲ students who have completed the requirements for graduation in the semester of the graduation ceremony.
- ▲ students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Grading System

A student earns one official semester grade for each course; it may be a letter grade or a pass/fail designation. The course syllabus provides a statement of how the grade is determined, i.e., the assignments and relative weight of each. Although every course and field of study present unique challenges in assessing student performance, instructors refer to the following statements of interpretation when assigning grades.

Letter Grades

- A Sustained mastery of course content and consistent demonstration of individual initiative and

insight beyond the fulfillment of course requirements

- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing of a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a

W grade will be given only upon medical or emergency withdrawal.

AU The student completed a satisfactory audit.

NA The student did not complete a satisfactory audit.

Pass/Fail Grading

The pass/fail option encourages a student to explore unfamiliar subject matter without serious risk to her grade point average. Course content and requirements for pass/fail registrants are the same as those for students earning letter grades. A grade of P indicates that the student has achieved minimal passing performance in the course.

Some courses are taught only for pass/fail grading. These include all physical education and dance activity courses taken for credit toward graduation (Additional activity courses may be assigned letter grades.). Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

1. A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during her junior year and/or senior year and may not include any course required for her major, minor, licensure, or general education (*See Item 4 below.*) However, with the department or school's permission, a student may elect to take a seminar in her major for pass/fail grading.
2. Only one such course may be elected during a single semester.
3. A department or school may choose to offer courses for pass/fail grading. These courses will not count as one of the student's two elected pass/fail courses.

4. Physical education and dance activity courses taken for general credit are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.
5. Licensure-only students must take all courses required for licensure (except those offered only as pass/fail) for a grade.

Some departments and majors choose to restrict pass/fail options for seminar courses. Students transferring into a new major will face reassessment of pass/fail credit. Only one course previously taken as pass/fail will apply to the major requirements; others taken pass/fail will be forfeited.

Summer courses taken at another college and transferred to Meredith may be taken for pass-fail if approved in advance by the registrar and the student's academic department.

Students designate pass/fail courses at the time of registration. Changes in grade options must be made within the first 20 days of the semester.

A passing grade in a pass/fail course indicates that the student has performed at the level of D or better. If a P is earned, the credit hours do not count in the total hours attempted. If an F is earned, the credit hours are counted in the hours attempted.

Class Attendance

Class attendance is essential to success in a course. Students are expected to prepare for and attend each class meeting, including conferences and other academic appointments, and to participate fully in the learning process. Instructors may include class attendance in the calculation of the course grade. The effect of class attendance on the grade will be clearly specified in writing by the instructor at the beginning of the course.

Grade Reports

A grade report is issued to the student at her home address shortly after the end of the semester. The student may request an additional copy with a written request to the Office of the Registrar. These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points earned by the number of semester hours attempted. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted as hours attempted, but an F grade will be calculated in the hours attempted figure.

Grade Appeals

Students should address questions about specific course grades to the instructor of the course. If the questions are not clarified, the student should consult with the department head. Should further information be required, the matter should be reported to the vice president for academic affairs.

Satisfactory Progress, Probation, and Suspension

To continue enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining, for each semester, the following minimal quality point ratio:

Total Hours Attempted	Minimum Expected Meredith QPR
1-16	1.500
17-25	1.700
26-59	1.800
60-89	1.900
90 and above	2.000

Academic Probation

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled:

- ▲ register for no more than 14 hours.
- ▲ enroll in either ENG 111 or ENG 112 if she has not completed her general education composition requirement.
- ▲ attend one study skills workshop during the first week of classes.
- ▲ Repeat courses in which a D or F was earned. (Students who attempted 1-16 hours must repeat one such course within the next two semesters enrolled; other students must repeat one such course in the next semester enrolled. Exceptions are granted if the courses are not offered.)

Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to the director of academic advising.

Suspension

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student

will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must raise her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the registrar within 10 days of receipt of the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the registrar. If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

Leave of Absence

A currently-enrolled student may request from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith and has turned in her Meredith laptop computer and all of its associated equipment. Students on financial aid should confer with the Financial Assistance office before applying for a leave. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and no later than the last day of classes if she does not plan to complete her current semester.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

Withdrawal

Students who leave the college without completing their academic program may be granted an honorable dismissal and appropriate financial adjustments by following the college’s withdrawal procedure. Withdrawal is processed by the following offices:

- Traditional age studentsDean of Students Office
- 23+ undergraduates23+ Office
- Licensure only studentsSchool of Education
- Special studentsOffice of the Registrar

Students must withdraw within 60 days of last class attendance or no later than the last day of class of the last semester enrolled.

Academic Records

The Office of the Registrar serves as repository of academic records for college credit and CEU courses. This office also makes available all of the request and process forms needed to arrange the credit and status transactions described in this section.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

Transcripts

Transcripts and enrollment verification data are handled by the Office of the Registrar. Transcript requests must be made in writing by the student to the Office of the Registrar. The graduation and lifetime transcript fee allows up to ten transcripts per order, with an additional \$5.00 charge per additional transcript.



Academic Enhancements and Services



Meredith's General Education program encourages students to take an active role in learning, through undergraduate research, study abroad and community involvement.

Academic Enhancements

Academic programs and majors at Meredith are enhanced by a number of experiences, resources, and specialized programs which reflect both tradition and change. Students are encouraged to enrich their course of study by taking advantage of the options most suited to their goals, strengths, and aspirations.

Undergraduate Research

Faculty/student research partnerships and the nurturing of individual talents have defined the Meredith educational experience since the founding of the college. In recent years external resources and support have become available for research and creative endeavors across the curriculum. The Office of Undergraduate Research is working to attract these resources to campus. Projects such as the Glaxo grant give profile to student achievement and extend opportunities for students in specific careers and graduate study. Students in all areas are encouraged to present their work at conferences, submit to undergraduate research publications, and participate in the annual Celebrating Student Achievement event on campus.

Students in all academic programs may earn course credit for approved research work. Academic advisers and faculty who share a student's interest can offer further information and guidance.

Study Abroad

As commerce, education, and American life are increasingly touched by cultures beyond our borders, global awareness becomes not an extra but a necessity. Meredith Study Abroad programs com-

bine the closeness of the college community with immersion in the language, history, and contemporary life of European cities and destinations further afield.

Summer Abroad Opportunities

Meredith Abroad in Italy, Switzerland and England

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and England) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students may elect to do either the continental or UK portion of the program – or both.

Meredith Abroad in Seville, Spain

Each summer the department offers a Spanish language and culture program in Spain (currently Seville). Students take two courses, living with local families while they study and learn.

Meredith Fashion Abroad in Paris, France

Each summer fashion merchandising and design students can study at Paris American Academy, learning from leaders in the field about every aspect of the fashion industry.

Meredith Art Travel/Study Programs — Abroad and at Home

Each summer the Art Department offers a travel/study opportunity. Destinations include Italy, the Southwestern United States, and various other locations that offer a rich, visual art environment. The art programs are distinguished by their small group size, the common interests of those who participate, and intense immersion in art and culture.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines. Options for foreign language study have included summer programs in Belgium, France, Germany, Mexico and Spain.

In the past, the Department of Biology has sponsored programs in arctic Russia and Belize; the Department of History and Politics, a program in China; and the School of Education, a program in New Zealand. The School of Business has sponsored programs in the United Kingdom as well as Denmark. Both DIS and the School for Field Studies (see below) offer summer programs.

Semester and Year Abroad Opportunities

Semester/Year in U.K., Ireland, and Australia

Meredith students regularly study in universities in England, Ireland, Scotland, and Australia. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

Semester/Year in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages and Literatures.

Semester/Year in Angers, France.

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

Semester/Year in Hong Kong

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

Semester/Year in People's Republic of China

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

Semester/Year with the School for Field Studies

Meredith affiliation with the School for Field Studies allows interested students to do original research in environmental studies in Kenya, British West Indies, Canada, and Mexico.

Semester/Year at St. Clare's in Oxford

St. Clare's Liberal Arts Program serves well Meredith students wishing a challenging program featuring small classes in a rich locale. Prospective teachers may do internship.

Semester/Year in Copenhagen

Meredith's partnership with DIS allows students of child development, education, interior design, and business to study in a cutting edge program.

Semester/Year in Nogales, Mexico and Tucson, Arizona

BorderLinks provides students with a unique opportunity to study the Border that separates and connects Mexico and the United States. Students study Spanish theology, Mexican history, art and culture in this program, which provides the opportunity for homestays in Nogales.

Individually-Tailored Semesters

The director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Kenya, New Zealand, and South Africa.

Off-Campus Programs

Drew University United Nations or London Program

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Politics.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Politics.

The Washington Center

Teaching Fellows are offered an opportunity to participate in an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any Teaching Fellow who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. Further information concerning the Marymount program may be obtained from the Director of International Studies.

The Honors Program

Gifted, ambitious students find challenge and community in the Meredith College Honors Program. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire an intellectual foundation as they explore subject areas of interest.

Honors students are assigned to academic advisers well acquainted with the program and its requirements. Honors students' work is often featured in research presentations on campus, and they participate in numerous off-campus cultural events and weekend honors trips. Upon graduation those who complete the program's requirements are recognized as Honors Scholars.

Accomplished applicants are invited to the Honors Program at the time of admission to the College. Students with outstanding academic performance in the fall semester are also invited to participate in the program. Interested students—traditional, transfer, and 23+— should contact the honors director.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty compete for opportunities to teach honors courses; course topics reflect the highest accomplishment in research, creativity and thought at the college. The program includes the following components:

(See table, below.)

Honor Requirement	Credits	Description/Comments
Honors writing course	3	Recommended for first year; builds community as well as skills of honors students. Fulfills ENG111 requirement
Honors laboratory science	4	Recommended for first year; courses available in biology, chemistry, physics. Fulfills scientific literacy credit.
Honors colloquia	6	Interdisciplinary, team-taught explorations of a topic. One course is typically taken the freshman year. Will meet general education fields of knowledge requirements.
Honors in the major field	6	May be fulfilled with honors courses, contractual work for honors credit in regular courses, independent study, or honors colloquia beyond the required 6 credits
Honors electives	6	Reflect student interests, may include honors courses, colloquia, contract work in regular courses, or independent study. May count toward general education or other degree requirements
Honors thesis	3	Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.

Satisfactory Progress in Honors

A student is expected to take honors work each year. Typically honors students take the honors writing course, laboratory science and one colloquium or elective during the first year. Retention in the program requires a minimum grade point average of 3.250. Students who complete all honors requirements and maintain a 3.250 grade point average are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each honors course completed.

Teaching Fellows Program

The Teaching Fellows Program offers talented North Carolina students who choose teaching as a first career option the unique opportunity to participate in a uniquely designed program. Meredith Teaching Fellows participate in honors courses, including the honors thesis in the senior year, Focus on Excellence cultural activities, field trips and a study abroad program. Students may select from a range of established study abroad options. This required component of the Teaching Fellows Program costs the same as a semester on campus.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith receive a scholarship/loan award from the State of North Carolina, as well as a scholarship from Meredith.

Focus on Careers

Pre-Professional Opportunities

A number of career fields require that students complete a four-year degree and then enter a professional or graduate program. Meredith students may plan

programs of study that prepare for further study in such areas as art therapy, dentistry, journalism, law, library science, medical technology, medicine, pharmacy, research, merchandising, nutrition, special education, teaching, and theology. Academic advisers can direct interested students to the appropriate campus resources.

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science. A student enrolled in the minor is encouraged to complete an internship related to her communication interests and career goals. *Requirements for this program appear on page 135.*

Criminal Justice

The Criminal Justice Studies minor at Meredith provides education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. The Sociology and Political Studies programs coordinate this program. *Requirements appear on page 145.*

Teacher Education

Meredith offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching licence. Students may

select one of the following emphases:

- ▲ Birth-Kindergarten
- ▲ Kindergarten — 6th grade
- ▲ Grades 6-9
- ▲ Grades 9-12
- ▲ Kindergarten — 12th grade

Requirements, which vary by specialization, begin on page 118. Teacher education is not a major at Meredith; all teacher education students complete a major in a subject area. Those who complete the program are eligible for teacher licensure in most other states under the provisions of the Interstate Reciprocity Contracts established between North Carolina and other state licensing agencies.

Meredith participates in the North Carolina Teaching Fellows Program. (*Application procedures appear on page 22.*)

Meredith also offers state-approved advance competency-based program for teachers that leads to the Master of Education degree. Students can choose concentrations in elementary education, English as a second language (K–12) or reading (K–12). Licensure only programs for reading (K–12) or English as a second language (K–12) require completion of 18 credit hours of course work.

Experiential Learning

Students are encouraged to explore career possibilities through internships and cooperative education opportunities. Both may be taken for course credit, and some placements offer stipends as well. The Career Center directs the Cooperative Education program, and individual departments can arrange and supervise internships.

Post-Baccalaureate Dietetic Internship

The Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. The program, which runs from August to May of each year, includes 35 hours per week in supervised clinical work settings and prepares men and women to sit for the Registered Dietitian's examination. A DI may be done either before or after a Masters of Science in Nutrition.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a professional certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. The program can be completed in the evening over two semesters or in one intensive semester.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction and often lead to career opportunities.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later

transition to law school and further career development. Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering entering the paralegal profession or entering law school.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Most work in private law firms, while others are employed in corporate legal departments, banks, and government agencies. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management. More than 85% of the program's graduates find employment within three months of completing their studies.

Admission is competitive and based on the applicant's undergraduate and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available at 760-2855, or on our website at: www.meredith.edu/legal/.

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions and challenges to students and faculty. Meredith offers interdisciplinary minors in Women's Studies, Medieval/Renaissance Studies and Cross-Cultural Skills. Approved courses in general education and major fields may be used to earn these minors.

Women's Studies Minor

Understanding gender perspectives and women's issues can bring focus to any course of study—from economics to physical education—just as nearly every profession today acknowledges gender in some significant way. From communication and education to consumer practices and health issues, sex and gender receive attention through corporate decision-making, public policy and family dynamics. The 21-credit Women's Studies minor integrates the study of women's lives with the general curriculum to heighten awareness of women's issues in sexual, cultural, racial, ethnic, and theoretical dimensions. Students planning careers in law, medicine, business, public policy, social service, education or any post-graduate academic field will enhance their credentials with this minor.

Requirements appear on page 171.

Medieval and Renaissance Studies Minor

Enduring questions about humanity often arise from great moments in history and culture. Centuries after the deaths of Shakespeare, Galileo, Michelangelo and de Vinci, scholars in the humanities, the sciences and fine arts continue to wonder what influences led civilization from medieval piety and armor to the confidence and curiosity associated with the Renaissance. Students pursuing the Medieval and Renaissance Studies minor at Meredith join in these and related discussions in an 18-credit sequence of interdisciplinary courses, including opportunities for research and study abroad. *Requirements appear on page 156–157.*

Cross-cultural Skills Minor

Students in any discipline or major can prepare to live or work overseas by completing this skill-oriented minor. Students plan an individualized course of study in consultation with the director of Study Abroad. *Requirements are listed on page 113.*

Center for Women in the Arts

Meredith is widely recognized as a center for Women in the Arts. Students wishing to pursue careers in visual arts, dance, theater, fashion design or music find a stimulating and nurturing environment at Meredith and in the local community. Students, faculty and staff enjoy student and professional performances, exhibits, and lectures throughout the year. Arts-focused field trips and study abroad programs are popular choices for summer and holiday travel. Raleigh is the home of the North Carolina Symphony and host to professional and community theater productions. The North Carolina Museum of Art and the new Museum of Contemporary Art are nearby. Internships at area museums and cultural arts organizations offer students practical experience and contact with potential employers.

Academic Support Services

Learning Center

The Learning Center offers Meredith students one-on-one tutoring in biology, writing, grammar, foreign languages, and mathematics. It is a free service offered to all students. While the center is administered by two professionals, the tutors themselves are gifted, knowledgeable, and friendly students who have been trained to work with their peers. The Center has reference books and self-help exercises in grammar and mathematics. The staff are glad to answer questions about word processing, library research, and speech writing and delivery. To make an appointment, call 760-2800 or visit the center in 122 Jones Hall.

Carlyle Campbell Library

The Carlyle Campbell Library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 150,000 volumes, 6,100 videos, and 7,200 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Electronic databases and indexes are accessible anywhere on campus. Off campus access is also possible with the use of a password. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the library provides both individual and group study areas. The LINC Center on the ground floor has 15 computers, printers, and a scanner. Also available in the Library are video viewing stations and music listening stations.

The Reference Department assists the Meredith community with research. Librarians staff the main floor Information Desk during most Library hours and offer group instruction for classes in all disciplines. Reference Librarians will help locate material wherever it is – Meredith or worldwide. They can arrange borrowing privileges with Cooperating Raleigh College libraries.

The Library's Media Services Department provides media and instructional equipment, training, and support. Data projectors, sound systems, and video cameras may be requested for use on campus. Media Services staff support video production and presentations for the college. Media Services also manages Meredith Cable Television, which broadcasts international news, foreign language programming, videos, campus announcements and instructional materials.

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains compact disc players, tape decks, and turntables for individual listening. Study areas are also available in the Music Library.

Technology Services

Over the past two years the Meredith Technology Initiative has greatly expanded the college's technological capabilities, both in academic support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction.

Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online instructional package called *Blackboard*. All Meredith students are given email accounts. Incoming full-time freshmen receive IBM notebook computers and wireless network cards; these machines are refreshed during the junior year and given to qualifying students at graduation. Technology Services staff maintain and support these computers and other campus technology applications with phone in, walk-in, or email services. In addition, there are students trained as technical assistants living in the residence halls. Instruction in hardware and software is scheduled during fall orientation and throughout the academic year.

For locations of computer labs, visit www.meredith.edu/techserv/.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, deter-

mines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or disabilityservices@meredith.edu for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Academic Programs



In all of Meredith's academic programs, students receive individualized attention.

Academic Programs

Through its strong general education program integrated with study in depth in a major, Meredith College provides undergraduate academic programs that show our commitment to the liberal arts and professional studies as a preparation for life, for careers, for graduate studies, and for engaged leadership. The undergraduate and graduate programs at Meredith College are administered through six schools in which departments are organized for disciplinary and interdisciplinary learning. The **six schools** are organized as follows:

- ▲ **School of the Arts:** Department of Art, Department of Dance and Theatre, Department of Music.
- ▲ **School of Business.**
- ▲ **School of Education.**
- ▲ **School of Health and Human Sciences:** Department of Health, Exercise and Sports Science, Department of Human Environmental Sciences.
- ▲ **School of Humanities and Social Sciences:** Department of Communication, Department of English, Department of Foreign Languages and Literatures, Department of History and Politics, Department of Psychology, Department of Religion and Philosophy, Department of Sociology and Social Work.
- ▲ **School of Natural and Mathematical Sciences:** Department of Biology and Health Sciences, Department of Chemistry, Physics and Geosciences, Department of Mathematics and Computer Science.

The recently revised general education curriculum, entitled “Making Connections — Making a Difference,” describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs. The new curriculum and the extensive contemplations that led to its creation recognize rich traditions in a Meredith education as well as new directions in intellectual involvement, commitment to community, and personal growth.

General Education: Making Connections — Making a Difference

All degree candidates entering Meredith in Fall 2003 will follow the general education requirements published here. The program encourages students to take an active role in their learning, to serve their communities through civic engagement, and to devote themselves to lifelong learning. Through a series of courses emphasizing knowledge, skills, and examination of values, students work toward the following goals:

- ▲ **Gain knowledge of self, others, and the world** through courses in several academic disciplines
- ▲ **Think critically, quantitatively, and creatively** by applying analytical, interpretive, and expressive skills
- ▲ **Communicate effectively** as a listener, speaker, writer, and researcher
- ▲ **Participate responsibly and ethically in society, the global community, and the natural world** by applying knowledge and skills toward new understandings of self and others
- ▲ **Develop a broad and discerning understanding of the richness of artistic expression and creative imagination**

through immersion in aesthetic experiences and study of artistic influences upon culture

- ▲ **Develop a thoughtful awareness of the spiritual dimension of human experience** by reflecting upon one's place in the whole of reality and viewing one's spirituality in the context of the world's religions and philosophies.
- ▲ **Lead physically active, health-enhancing lives** that result in wellness behaviors.

- ▲ **Develop an understanding of the complexity of knowledge and a desire to engage in lifelong learning** by applying knowledge, skills, and new understandings to all dimensions of life.

Information about each department and the majors and minors within them beginning on page 92.

General Education Requirements

Requirement	Credits	Comments
Core		
The Context of Culture	4	Common course with experiential learning component
Cultural Connections	0–3	Fulfilled in a two-course linked learning community and/or approved study abroad with independent study. May be fulfilled with one or two Fields of Knowledge courses (described on page 89*).
Global Perspectives	3	
ENG 111 Principles of Writing	3	
ENG200 Texts and Contexts	3	
HIS101 or 102 Western Civilization OR	3	
HIS103 Modern World History		
REL101, 102, 103, 104 OR 105 Religion	3	

Fields of Knowledge

Course schedule book will include a listing of applicable courses in the areas, below.

Data Analysis, Abstract Reasoning, and Problem Solving

Mathematics	3	
Quantitative elective	3	Any course in mathematics or approved “Q” courses in several disciplines. See course schedule book for choices.

World Cultures and Languages

Foreign language competency	0–12	Determined by a competency test in the chosen language. Language courses may be needed as preparation for test.
Literature elective	3	
Cultural perspectives elective	3	From a variety of disciplines, including the arts, foreign language, philosophy, religion, history, communication. See course schedule book for more choices.

(continued on page 89)

General Education Requirements (continued from page 88)

Requirement	Credits	Comments
Fields of Knowledge (continued)		
Scientific Literacy		
Laboratory science	4	
Science in Society elective	3	See course schedule book for choices.
Behavioral and social sciences	6	Includes selected courses in psychology, sociology, social work, communication and designated courses in other programs
Aesthetics and the Arts		
Art, Dance, Music or Theatre	3	
Health and Physical Learning		
Four activity courses OR three activity courses and one health course	3–4	
Threads		
<i>Noted in course schedule by initials indicated below. Not every section of a course will fulfill the thread. May be fulfilled simultaneously with other gen ed requirements.</i>		
Writing (WI)	2 courses	
Ethics (EI)	1 course	
Oral Communication (OC)	1 course	
Information retrieval (IR)	1 course	
Experiential Learning		
Convocation/cultural events	12	See academic adviser for tracking sheets and procedures.
Internship, research, service learning, student teaching, study abroad or approved alternative	1	Administrators of approved experiences can offer details and tracking forms.
Competency		
Fundamental computer skills		Competency by assessment. See academic adviser for details.
Total	51–67	Variable, depending upon student's choices and competency.

*Variable credit determined by the combination of courses taken. If two Fields of Knowledge courses are used for this requirement, no credits apply to Cultural Connections. If one Fields of Knowledge course is used, three credits apply.

Academic Programs

A

Accounting	104
American Civilization	144
Art	94
Art Education	94
Art History	94
Autism Program	166–167

B

Biological Diversity	100
Biology	95
B–K Licensure	122
Business Administration	105

C

Career Studies	109
Chemistry	110
Child Development	150
Clothing and Fashion Merchandising ..	150
Communication	111
Computer Information Systems	154
Computer Science	155
Criminal Justice	145 and 171
Cross Cultural Skills	113

D

Dance	116
-------------	-----

E

Economics	105
Education	118

Elementary Teacher Education (K–6) ..	123
English	135
Environmental Science	100
Environmental Studies	101
Exercise and Sports Science	142

F151

Family and Consumer Sciences	151
Fashion Design	151
Fashion Merchandising	151
Finance	105
Foods and Nutrition	151
Foreign Languages	136
French	137

G

General Education	87
Geography	111
German	137
Graphic Design	94

H

Health Science	97–99
Health Education	138
History	145
Human Resource Management	105

I

Interior Design	151
International Business	106
International Studies	145
Italian	137

Academic Programs

J — K

K-6 Licensure	123
K-12 Licensure	129

L

Latin	136
-------------	-----

M

Management	106
Marketing	106
Mathematics	153
Medieval & Renaissance Studies	156
Middle School Teacher Education (6-9)	123
Molecular Biology	97
Music	162
Musical Theatre	117

N

Nutrition	151
-----------------	-----

O — P

Philosophy	167
Physical Education	142
Physics	111
Political Studies	145
Pre-Art Therapy	95 and 166
Pre-Dental	97
Pre-Law	144
Pre-Med	97
Pre-Medical Professions, Other	97

Pre-Pharmacy	98
--------------------	----

Pre-Physical Therapy	98
----------------------------	----

Pre-Physician Assistant	98
-------------------------------	----

Pre-Vet	99
---------------	----

Professional Writing	135
----------------------------	-----

Psychology	166
------------------	-----

Public History	145
----------------------	-----

Q — R

Religion	167
----------------	-----

S

Secondary Teacher Education (9-12)	125
Social Work	170
Sociology	170
Spanish	137
Statistics	156
Studio Art	93

T

Teacher Licensure	118
Theatre	117

U — W

Women's Studies	171
-----------------------	-----

ART

Associate Professor Fitz-Simons, Head; Professors Bailey and Short; Associate Professors Banker, Mulvaney and Terry; Assistant Professors Fine, Hayes, Ligon, Pearce and Johnstone; Adjuncts Beatty, Boyks, Hill, Eichner, Lewis, Roth, Reuer, M. Scherr, S. Scherr, Siwek, Springer, Stewart; Emerita Greenberg.

The student who studies art at Meredith learns to function creatively in a variety of experiences to gain an understanding of the artistic process and human culture. The student is strongly encouraged to begin the program the first semester of her freshman year, although special provision may be made for transfer students.

To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated. Students who wish to appeal this policy may ask to take an exit exam for the course(s) in question.

Art majors complete a core curriculum of 22-24 credit hours. Concentrations, which offer greater depth in a specialized area, are offered in studio art, art history, graphic design and art education. Internships are available and encouraged in all concentrations. Through special studies courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Contract majors in art management and art history may also be arranged through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art. A Pre-Therapy major is offered in conjunction with the Psychology Department.

The Art Department accepts AP credit in both art history and studio art. Portfolio review for possible

waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The Art Department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the Art Department for further information for all of these policies.

The **mission** of the Meredith College Art Department is to provide an enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

The **purpose** of the Department of Art is to provide a visual arts program which

- ▲ supports the fine arts and humanities component of the general education requirements;
- ▲ offers a major in the visual arts based on a core curriculum of shared studio art and art history experiences;
- ▲ offers studio, art history, graphic design, and art education concentrations for the art major;
- ▲ offers a Pre-Art Therapy major program in conjunction with the Psychology Department;
- ▲ offers preparation for teacher licensure in art K-12;
- ▲ encourages individual reflection as inseparable from production;
- ▲ offers individualized instruction;
- ▲ maintains an extensive exhibition program for instructional purposes and as a link with the greater community;
- ▲ encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and arts organizations; and
- ▲ guides career choices based on individual strengths and interests.

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. The art major may elect to add a concentration for greater depth in a specialized area within the liberal arts framework. As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who believe their Meredith education could not be equaled by other schools. The key to achieving this aim is to provide unique and challenging opportunities for learning. Small class size is critical. There are opportunities for study abroad, internships, interaction with artists-in-residence and speakers, and travel to art centers and museums. Our most important goal is to help each student find value in her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives of the Art Department

A student taking a class in the visual arts program will

- ▲ demonstrate competence in understanding concepts and acquiring skills germane to the class;
- ▲ be exposed to the artistic production and philosophy of creative people in diverse cultures;
- ▲ apply skills and concepts to creative problem solving with an emphasis on original thinking in problem resolution;
- ▲ participate in the assessment of her own work, that of others in the class, and that of professionals;
- ▲ recognize the importance of visual literacy to humankind past, present, and future; and
- ▲ develop visual observation skills.

A major in the Art Department, in addition to the objectives above, will

- ▲ demonstrate an individual voice through a culminating exhibit, portfolio, or research project;
- ▲ attain highly developed visual observation skills;
- ▲ articulate orally and through writing original thoughts about art and society (past, present, future); and
- ▲ synthesize and apply information from many disciplines while seeking creative solutions to problems.

Concentrations in Art

The **Studio Art Concentration** is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for graduate school or for many entry level art positions. The student should begin the concentration the first semester of the freshman year in order to avoid delays in graduation and allow time for internships.

The **Graphic Design Concentration** combines a background in traditional art concepts with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

The **Art History Concentration** is designed for students who wish to pursue careers for which the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art: museums, community-based arts organizations or commercial arts enterprises.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

The **Art Education Licensure Concentration** is designed for those students who wish to teach art as a profession. The college offers a program leading to K-12 art licensure in conjunction with the School of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements in both areas.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study in Art Therapy. The student interested in this area needs to have an excellent academic record to be a viable graduate school candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Majors in Art and Pre-Art Therapy

Art

The Core Curriculum 22-24 hours

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing	3
ART 105 2-D Design	3
ART 206 Color Theory	3
ART 221 Art History Survey	3
ART 324 Modern Art	3
ART 222 Art History Survey II	3
ART 494 Senior Project	1-3
ART 495 Portfolio Photography	1

Studio Art Concentration 48-50 hours

The Core Curriculum	22-24
Art History Elective	3
ART 201 Drawing II	3
ART 207 3-D Design	3
ART 493 Senior Seminar	2
Electives chosen from approved studio art courses	15

Graphic Design Concentration 58-59 hours

The Core Curriculum	22-24
---------------------	-------

ART 140 Intro to Graphic Communication	3
ART 130 Photography I	3
ART 245 Typography	3
ART 246 Typography Lab	2
ART 248 Techniques of Illustration I	3
ART 342 Digital Imaging	3
ART 394 Graphic Design Studio	9
ART 404 Book Design	2
Electives chosen from the following	4

ART 201 Drawing I (3)	
ART 103 Computer Drawing (1)	
ART 104 Oak Leaves (1)	
ART 270 Fibers (3)	
ART 230 Photography II (3)	
ART 330 Photographic Techniques & Processes (3)	
ART 350 Printmaking I (3)	
ART 348 Techniques of Illustration II (3)	
ART 404 Book Design (2)	
ART 920 Directed Independent Study (1-3)	
ART 930 Community Internship (1-3)	
CIS 154 Creating Pages for the WWW (P/F) (1)	
Approved Advanced Web Design Elective (2-3)	

Art History Concentration 49-50 hours

The Core Curriculum	24
ART 207 Three Dimensional Design	3
Art History beyond the core	12
Electives approved by faculty adviser	9

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level are also recommended. Other guided electives may be chosen.

Art Education Licensure Concentration 78-79 hours

The Core Curriculum	22-24
Art History Elective	3
ART 201 Drawing II	3
ART 207 3-D Design	3
ART 210 Painting I	3

ART 160 Ceramics I	3
ART 365 Sculpture	3
ART 270 Fiber or 275 Metals	3
ART 350 Printmaking	3
ART 734 Elementary School Methods	3
ART 735 Middle School Methods	3
ART 736 High School Methods	3
EDU 232 Foundations	3
EDU 234 Ed Psych	3
PSY 210 or PSY 310 Developmental	3
PSY 312 Exceptional	3
SOC 335 Race and Ethnic Relations	3
EDU 439 Student Teaching	6
EDU 441 Audio/Visual	1
EDU 471 Reading	1

Pre-Art Therapy

Pre-Art Therapy 49 hours

ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 210 Painting I	3
ART 260 Ceramics I	3
ART 734 Theory & Methods Art Pre-K-5	3
ART 735 T & M Art in Middle Sch 6-8	3
ART 736 T & M Art in High Sch 9-12	3
PSY 100 Intro to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 210 Life Span Developmental or	
PSY 310 Psych of Children and Adolescents	3
PSY 300 Research Methods in Psychology	4
PSY 312 Psych of Exceptional Individual	3
PSY 320 Abnormal Psychology	3
PSY 332 Perception	3
PSY 420 Theories of Personality	3

Minor in Art 21 hours

ART 101 Beginning Drawing I	3
ART 105 Basic 2-D Design	3
Art History Survey I or II	3
Area of Specialization in upper level courses (200 and above)	6

Art electives	6
---------------	---

— For Art classes, see pages 175– 180.

BIOLOGY AND HEALTH SCIENCES

Professor Mecham, Head; Professors Grimes, Reid, Swab; Associate Professor Wolfinger; Assistant Professor Cuffney and McAlexander. Adjuncts Crumpler, Townsend, Tully, Vought, Winterton, Wanigasekera

Sciences meet the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become more knowledgeably involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in wide ranging areas within the biological and health sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through investigative work, and for enhancing creative learning.

Goals of the Department are as follows:

- ▲ to provide a learning environment fostering growth of all students in scientific literacy and analytical abilities,
- ▲ to provide in introductory courses a basis for biological literacy in today's world, and the biological foundation for upper level courses,
- ▲ to provide a knowledge base for relating biology to the physical sciences, nutrition, and other disciplines,
- ▲ to provide through the various sequences of advanced courses an educational environment where content and rigor prepare majors and minors with the background for continued success beyond Meredith,
- ▲ to provide, through advising, academic and experiential programs tailored to meet the individual needs of our students.

Environmental Studies is an interdisciplinary major that prepares students to confront one of the major issues of the present and future: the management of Earth in order to sustain its biological diversity with minimal environmental degradation due to human activity. To achieve the objectives of the major, students will

- ▲ be knowledgeable about the relationship between humans and the environment;
- ▲ gain a general knowledge of biological, chemical, and physical principles as they relate to environmental processes;
- ▲ have a working knowledge of biological diversity;
- ▲ have a general knowledge of geochemical, geological, and meteorological principles; and
- ▲ be able to relate environmental scientific principles to human values of justice, global awareness, service, and societal policies.

Career Directions

Biology and Health Science majors are prepared for careers in laboratory or field work, research, teaching, government service or advanced education.

The **Health Science** concentration will help prepare students for medical, dental, pharmacy, or veterinary school. It also provides a strong basis for life and health science careers such as physician assistant, physical therapy, and nursing.

The **Environmental Science** concentration and the Environmental Studies major offer numerous job opportunities: teaching and curriculum development; research, opportunities with non-profit organizations; field work in natural areas; positions in recreation, environmental consulting, technical writing, policy making, or waste management.

The **Molecular Biology** concentration prepares students to pursue graduate study or laboratory work in molecular biology, genetics, microbiology, cell biology, biochemistry, physiology, or medicine.

The **Biological Diversity** concentration focuses on the study of organisms as living units and as biotic components of ecosystems. Graduates of this concentration are prepared to attend graduate school in one of the diverse areas of botany, zoology, or ecology or to follow career paths in teaching, laboratory or field research, museums, natural areas, and travel-related occupations.

Resources

The **Department of Biology and Health Sciences** is housed in the new **Science and Mathematics Building** that opened in January 2003. This facility contains general and advanced laboratories for specialized study in undergraduate research, physiology, anatomy, invertebrate zoology, parasitology, microbiology, molecular biology, cell biology, biochemistry, genetics, evolution, ecology, field biology, and environmental science. An advanced light and electron microscope suite, greenhouse, animal room, photobiology unit, curriculum lab, library, and museum are in addition to the nine student/faculty research laboratories designed for student-faculty collaborations on original research. Research and cooperative opportunities are also available at many Raleigh/Durham/Chapel Hill/Research Triangle research facilities and laboratories. Meredith College is a charter member of the **Glaxo Smith-Kline Women in Science Scholars Program** and the **Howard Hughes Medical Institute Summer Research Intern** program administered by North Carolina State University.

Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students receive credit for BIO 101 upon successful completion of BIO 141. Students who present an AP Biology score of 3 or above receive credit for BIO 101 and BIO 141.

Licensure

Middle grades (6-9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 204, GEO 200, GEO 240, and SCI 764. Students in a BS or BA Biology major must follow the department program outlined for middle school licensure. Secondary licensure in biology is available to students who complete the requirements for a BS or BA in Biology following the departmental programs outlined for secondary school licensure.

Majors in Biology**B.S. in Biology with a concentration in Molecular Biology: 70 hours**

Required courses in Biology 39 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 256 Techniques in Microscopy	1
BIO 258 Techniques in Tissue Culture	1
BIO 334 and 344 Microbiology and Lab	4
BIO 356 Biotechnology	4
BIO 431 and 461 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
BIO 499 Senior Research	6
Electives	4

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
Either CHE 222 and 242 Organic Chemistry II and Lab or CHE 350 Quantitative Analytical Chemistry	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B. A. in Biology with a concentration in Molecular Biology: 53 hours

Required courses in Biology 35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 256 Techniques in Microscopy	1
BIO 258 Techniques in Tissue Culture	1
BIO 334 and 344 Microbiology and Lab	4
BIO 356 Biotechnology	4
BIO 431 and 461 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
BIO 499 Senior Research	6

Required courses in Chemistry 12 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B.S. in Biology with a concentration in Health Science (Pre-medical, Pre-dental, and Pre-professional options): 69 hrs

Required courses in Biology 38 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3

BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy	4
BIO 323 and 343 Vertebrate Physiology	4
BIO 334 and 344 Microbiology	4
Electives	12

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Clinical Experience and Application recommendations: All specified courses should be completed by the end of the junior year. MCAT or DCAT should be taken in April of the junior year. Biology electives may be completed at any time. Recommended electives in Biology include the following: BIO 222 (2) and 242 (2), BIO 211 (3) and 241 (1), and BIO 436 (3) and 446 (1). Students should also have significant (minimum 500 hrs) volunteer or paid clinical experience. This should involve as much patient contact as possible.

B.S. in Biology with a concentration in Health Science (Pre-Pharmacy Option): 71 hrs

Required courses in Biology 36 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
BIO 322 and 342 Human Anatomy and Physiology and Lab	4

BIO 334 and 344 Microbiology	4
BIO 436 and 446 Biochemistry and Lab	4
Electives	8

Required courses in Chemistry 20 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

*A student can receive a minor in Chemistry with a minimum of 3 additional hours in chemistry at the 200 or 300 level.

B.S. in Biology with a concentration in Health Science (Pre-Physician Assistant, Pre-Physical Therapy): 60-64 hours

Required courses in Biology 20-24 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 334 and 344 Microbiology and Lab	4
BIO 431 and 441 Genetics and Lab	4
BIO 322 and 342 Human Anatomy and Physiology OR	
BIO 323 and 343 Vertebrate Physiology AND BIO 321	
and 345 Comparative Vertebrate Anatomy	4-8

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab OR	
CHE 436 and 446 Biochemistry and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Required courses in Psychology 9 hours

PSY 100 Introduction to Psychology	3
PSY 210 Life Span Developmental Psychology	3
PSY 320 Abnormal Psychology	3

Non-Course Requirements Needed for Admission into Physician Assistant and Physical Therapy Programs:

Increasingly, an entry-level position in physical therapy or physician assistant requires holding a master's degree. The concentration described above is designed for students desiring to enter a master's degree program in Physical Therapy or Physician Assistant. In addition to the course work described above for this major, a minimum of 200 (for some master's programs in Physical Therapy) to 2000 (for most master's programs in Physician Assistant) patient contact hours are needed for application to master's degree programs. All course work (for a total of 100-104 credit hours) and the majority of patient contact hours are to be completed in three to three plus years. The remaining 20–24 credit hours necessary for graduation will be awarded for completing an in-depth medical experience, such as serving on a medical mission or internship. Receiving Certified Nursing Assistant (CNA) certification will enable students to obtain more meaningful patient contact experience and may count toward physical education requirements for graduation.

B.S. in Biology with a concentration in Health Science (Pre-Veterinary Medicine Option): 66-67 hrs

Required courses in Biology 32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab.	4
BIO 334 and 344 Microbiology and Lab	4
BIO 431 and 441 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
Electives	8

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Required courses in Nutrition 3 - 4* hours

FN 227 Nutrition OR ANS 230/250 (CRC-NCSU) Animal Nutrition	3-4
Recommended Course:	
PSY 334 Animal Behavior (3)	

Clinical Experience and Application recommendations: Students should have a minimum of 400 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring or summer of their junior

year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year. This would include all courses listed above except Comparative Vertebrate Anatomy. Applicants should have a minimum overall GPA of 3.50 and a GRE score of 1800 to have a reasonable chance of acceptance. Veterinary schools have high standards and the competition is intense.

**The NCSU Veterinary College requires that applicants take an animal nutrition course rather than human nutrition.*

B.S. in Biology with a concentration in Biological Diversity: 71 hours

Required courses in Biology 40 hours *

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 334 and 344 Microbiology	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
BIO 499 Senior Research	6

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 436 and 446 Biochemistry and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3
Recommended courses:	
BIO 234 and 244 Principles of Ecology (4)	
BIO 325 Environmental Science (4)	

B.A. in Biology with a concentration in Biological Diversity: 51 hours

Required courses in Biology 36 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
BIO 499 Senior Research	6

Required courses in Chemistry 12 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4

Required courses in Mathematics 3 hours

MAT 245 Statistics I	3
Recommended courses:	
BIO 234 and 244 Principles of Ecology (4)	
BIO 325 Environmental Science (4)	
BIO 334 and 344 Microbiology and Lab (4)	

B. S. in Biology with a concentration in Environmental Science: 73 hrs

Required courses in Biology 38 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4

BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
BIO 234 and 244 Principles of Ecology and Lab	4
BIO 325 Environmental Science	4
BIO 334 and 344 Microbiology	4
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
BIO 499 Senior Research	6

Required courses in Chemistry and Physical Science
20 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab OR	
CHE 350 Quantitative Analytical Chemistry	4
GEO 200 and 240 Earth Science and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B.A. in Environmental Studies: 67 hours

Required courses in Biology 16 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 234 and 244 Principles of Ecology and Lab	4
BIO 325 Environmental Science	4

Required courses in Physical Science 15 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
GEO 200 and 240 Earth Science and Lab	4
PHY 100 Principles of Physical Science	3

Electives chosen from the following	6
BIO 211 and 241 Plant Biology and Lab (4)	

BIO 222 and 242 Invertebrate Zoology and Lab (4)	
BIO 358 Aquatic Field Studies (2)	
BIO 359 Terrestrial Field Studies (2)	
GEO 326 Environmental Resources (3)	

Required course in Mathematics 3 hours

MAT 245 Statistics	3
--------------------	---

Required courses in Humanities, Economics,
Communication, & Social Sciences: 24 hours

PHI/REL 345 Environmental Ethics	3
ECO 101 Microeconomic Principles	3
ENG 358 Advanced Composition	3
Electives chosen from the following	15
COM 370 Nonverbal Communication (3)	
COM 400 Special Topics (3)	
ECO 356 Public Policy Economics (3)	
GEO 302 Economic Geography (3)	
HIS 300 Introduction to Public History (3)	
POL 331 Environmental Politics (3)	
POL 340 State and Local Government (3)	
SOC 374 Social Research Principles (3)	
SOC 430 Population Dynamics (3)	
SOC 432 Sociology of Organizations (3)	

Required culminating course 3 hours

ENS 930 Community Internship OR ENS 498 or 499 Honors Thesis or Research	3
---	---

Minor in Biology 20 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
Electives in upper division biology courses	12

Teacher licensure is available in B-K, K-6, 6-9 science concentration and 9-12 biology. See licensure requirements in the School of Education listing.

— *For Biology courses, see page 180 – 185.*

For Science courses, see page 261.

THE SCHOOL OF BUSINESS

Irving H. Wainwright Professor of Business Adkins, Dean; Professors Oatsvall, Wakeman and Wessels; Associate Professors Ammann, Bledsoe, Chappell, Kirchner, Milewicz, Pencek; Assistant Professors Barnes, Lippard, Shuey, and York; Adjuncts Bartell, Best, Campbell, Deal, Eubanks, Holley, Hrinsin, Kerber, Natarajan, Russo, and Steele.

The School of Business offers the following degree options:

- ▲ B.S. with a major in Accounting,
- ▲ B.S. with a major in International Business,
- ▲ B.S. with a major in Business Administration with concentrations in Economics, Finance, Human Resource Management, Marketing, and Management,
- ▲ B.A. with a major in Economics,
- ▲ Master of Business Administration (MBA), and
- ▲ B.S./M.B.A. option for accounting majors.

The B.S. degree with a major in Business Administration with a concentration in Management is available during the evenings through Undergraduate Degree Programs for Women Age 23⁺.

In today's economy, employers increasingly insist on employees who are both trained in the liberal arts and prepared to become productive employees. The School of Business builds upon Meredith's strong liberal arts foundation by helping our students prepare for fulfilling and productive careers. This combination gives our students a tremendous competitive edge when entering the job market. Some examples of positions filled by our recent graduates are financial analyst at Wachovia, staff auditor at Ernst and Young, human resource director at Maxim Healthcare Services, administrative specialist at Glaxo, sales representative at Pepsi, and advertising assistant at the News and Observer. We also have an active internship program that places

our students with companies such as Morgan Stanley, Wachovia, Northwestern Mutual Financial Network, the Equal Employment Opportunity Commission, IBM, and local law firms, radio and TV stations, and technology companies.

Students are also able to make professional connections to the business community by participating in the five clubs that the school sponsors. The clubs are the Accounting Association, Pi Sigma Epsilon, Society for Human Resource Management, the Student Business Advisory Board, and the business honor club Delta Mu Delta.

Mission Statement

Our mission is to provide an academically-challenging learning experience that develops critical-thinking skills in all areas of business administration, and which emphasizes teamwork, leadership, communication skills, and ethical decision-making. Excellent teaching is complemented by strong, collaborative faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to our community.

Objectives of the Accounting Major

- ▲ To provide an overview of financial and managerial accounting to enable students to understand and utilize financial statements,
- ▲ To offer accounting majors courses which include topics covered on the CPA exam,
- ▲ To integrate technology into the accounting curriculum by requiring students to use computer software currently used in the accounting profession, and
- ▲ To prepare students to use various methods of tax research, including both computerized and other resources.

Objectives of the International Business Major

- ▲ To provide students with a broad-based understanding of the economic, political, cultural, and ethical environments within which international business occurs
- ▲ To provide a thorough comprehension of the functional business areas involved in international business
- ▲ To develop an understanding of the importance of linguistics skills for the international business woman and to enable students to become proficient in a spoken language
- ▲ To integrate technology into the international business curriculum where appropriate
- ▲ To develop and practice presentation skills through the use of case studies, group projects and/or term projects

Objectives of the Economics Concentration

- ▲ To provide, as an integral part of the social science component of the liberal arts curriculum, an opportunity to become familiar with economic science
- ▲ To provide a theoretical foundation for business decision making
- ▲ To provide students with a general knowledge of economic problems and the framework for analyzing these problems
- ▲ To provide courses that cover a wide variety of economic topics and the analytical tools needed to understand and solve economic problems as students prepare for careers or for graduate study

Objectives of the Finance Concentration

- ▲ To provide students with the opportunity to learn principles of corporate and personal financial management
- ▲ To integrate information technology into the finance curriculum
- ▲ To provide a theoretical foundation for ethical decision making
- ▲ To develop and practice research skills through the use of case studies, group projects, and/or term projects

- ▲ To strengthen skills in the analysis and interpretation of financial data, including a global focus

Objectives of the Human Resource Management Concentration

- ▲ To provide students with an understanding of the role of human resource management in the development of business and organizational strategies
- ▲ To expose students in the human resource management concentration to the major functions of HRM: recruiting, selection, training, labor relations, and compensation
- ▲ To provide students in the concentration opportunities to learn and use research tools
- ▲ To integrate current technology where appropriate
- ▲ To provide students valuable HRM work experience through required internships

Objectives of the Management Concentration

- ▲ To encourage the development of a personal management philosophy and attitudes that would enable students to enter and progress successfully through a variety of business career tracks
- ▲ To expose students to the different schools of management thought and to provide opportunities to apply theoretical concepts
- ▲ To provide opportunities to apply case analysis techniques through written and presentation applications
- ▲ To offer students information covering the history of management, the principles and functions of management which apply to a variety of organizational settings
- ▲ To integrate technology into the management curriculum where appropriate
- ▲ To provide students in the management concentration opportunities to develop and practice research skills

Objectives of the Marketing Concentration

- ▲ To provide marketing students with an understanding of the role of marketing in the development of business and organizational strategies
- ▲ To provide a thorough understanding of the principles of marketing, including the areas of pricing, distribution, promotion, and product policy
- ▲ To provide students in the marketing curriculum with the opportunity to construct, present, and implement a quality marketing plan for any product or service
- ▲ To integrate technology where appropriate
- ▲ To expose students to marketing research tools and to develop a framework for investigating and analyzing marketing problems

Career Directions

Students in the **Economics Concentration** prepare for research, planning, and management positions in business, financial institutions, non-profit organizations, or government agencies. The **Finance Concentration** permits students to develop skills that position them for careers in banking, stock brokerage firms, mortgage companies, and other financial institutions. The **Human Resource Management Concentration** prepares students for positions such as Benefits Administrator, Compensation Analyst, Employee Relations Specialist, and Recruiter. The **Management Concentration** provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance, and other business fields. The **Marketing Concentration** permits students to focus on those content areas most likely to enhance access to careers in direct selling, marketing research, advertising, and marketing planning. The **Accounting Major** prepares students for positions such as Auditor, Financial Analyst, and Credit Officer. The **International Business** major prepares students to work in various functional areas of multinational corporations.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the school dean and arrange for it through the special studies options listed on page 67.

The School of Business also awards a Masters of Business Administration. Details of the M.B.A. program are available in the John E. Weems Graduate School.

A special five-year program, the B.S./M.B.A. Option for Accounting, offers accounting majors the opportunity to meet the 150-hour education requirement of Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required by many states. Upon acceptance to the program, Meredith accounting students will begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. Curriculum planning for the five-year program begins when the accounting major is declared.

Majors in the School of Business

Accounting 48-49 hours

ACC 230 Principles of Accounting I	.....3
ACC 231 Principles of Accounting II	.....3
ACC 330 Intermediate Accounting I	.....3
ACC 331 Intermediate Accounting II	.....3
ACC 333 Cost Accounting	.....3
ACC 336 Federal Taxation - Individuals	.....3
BUS 120 (or equivalency test) Spreadsheet	.....1
BUS 240 Principles of Management	.....3
BUS 260 Principles of Marketing	.....3
BUS 370 Corporation Finance	.....3
ECO 100 Macroeconomic Principles	.....3
ECO 101 Microeconomic Principles	.....3
MAT 245 (or equivalent) Statistics I	.....3

Presentation graphics competency

Electives chosen from the following12

- ACC 332 Managerial Accounting (3)
- ACC 337 Fed Tax—Corp and Partnerships (3)
- ACC 436 Selected Topics in Accounting (3)
- ACC 437 Advanced Accounting (3)
- ACC 438 Auditing (3)
- ACC 440 Legal Environment of Accounting or BUS 340 Business Law (3)
- BUS 345 Quantitative Methods (3)
- BUS 472 Intermediate Finance Management (3)
- CIS 312 Information Systems Management (3)

Credit will not be given for both BUS 340 and ACC 440.

B.S. Degree with a Major in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24-25 hours in a prescribed core and additional hours in their chosen concentration. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

The Core Curriculum 24-25 hours

- ACC 230 Principles of Accounting I3
- ACC 231 Principles of Accounting II3
- BUS 120 (or equivalency test) Spreadsheets1
- BUS 240 Principles of Management3
- BUS 260 Principles of Marketing3
- BUS 370 Corporation Finance3
- ECO 100 Macroeconomic Principles3
- ECO 101 Microeconomic Principles3
- MAT 245 (or equivalent) Statistics I3
- Presentation graphics competency.

B.S. Degree in Business Administration Economics Concentration 48-49 hours

- The Core Curriculum24-25
- ECO 300 Intermediate Macroeconomics3
- ECO 301 Intermediate Microeconomics3
- BUS 495 Business Policy3
- Electives** chosen from the following15

- ECO 322 Economic Geography (3)
- ECO 334 International Economics (3)
- ECO 335 Gender and the Economy (3)
- ECO 355 Money and Banking (3)
- ECO 356 Public Policy Economics (3)
- ECO 364 Labor Economics (3)
- BUS 345 Quantitative Methods (3)
- BUS 361 Consumer Behavior (3)
- BUS 472 Intermediate Financial Management (3)
- BUS 474 Inves. Anoly. & Portfolio Mgt (3)
- Or related courses approved by the Dean of the School of Business

B.S. Degree in Business Administration Finance Concentration 55-56 hours

- The Core Curriculum24-25
- MAT 211 Calculus I4
- ACC 330 Intermediate Accounting I OR
- ACC 332 Managerial Accounting3
- ACC 336 Federal Taxation—Individuals3
- ECO 355 Money and Banking3
- BUS 472 Intermediate Finance Management3
- BUS 474 Investment Analysis & Portfolio Management3
- BUS 495 Business Policy3
- Electives** chosen from the following9

- ACC 331 Intermediate Accounting II (3)
- ACC 337 Fed Tax—Corp & Partnerships (3)
- BUS 340 Business Law (3)
- BUS 466 Sales Management (3)
- BUS 480 Business Internship (3)
- BUS 499 Research in Business (3)
- ECO 301 Intermediate Microeconomics (3)
- CIS 312 Information Systems Management (3)
- or related courses approved by the dean of the School of Business.

B.S. Degree in Business Administration Human Resource Management Concentration 48-49 hours

- The Core Curriculum24-25
- ACC 332 Managerial Accounting3
- BUS 350 Human Resource Management3
- BUS 352 Training and Development3
- BUS 452 Compensation and Benefits3

BUS 481 Human Resource Management Internship	..3
BUS 495 Business Policy	..3
Electives chosen from the following	..6
BUS 340 Business Law (3)	
BUS 348 Organizational Behavior (3)	
BUS 456 Industrial Relations (3)	
BUS 458 Employment Law (3)	
ECO 335 Gender and the Economy (3)	
ECO 364 Labor Economics (3)	
SOC 335 Race and Ethnic Relations (3)	
PSY 422 Psychological Testing and Evaluation (3)	
CIS 312 Information Systems Management (3)	
or related courses approved by the dean of the School of Business.	

B.S. Degree in Business Administration Management Concentration 48-49 hours

The Core Curriculum	..24-25
ACC 332 Managerial Accounting	..3
BUS 495 Business Policy	..3
Electives chosen from accounting, business and economics courses numbered 300 and above, CSC 312 or related courses approved by the dean of the School of Business	..18

B.S. Degree in Business Administration Marketing Concentration 48-49 hours

The Core Curriculum	..24-25
ACC 332 Managerial Accounting	..3
BUS 365 Marketing Research	..3
BUS 468 Marketing Mgmt. And Planning	..3
BUS 495 Business Policy	..3
Electives chosen from the following	..12
BUS 340 Business Law (3)	
BUS 345 Quantitative Methods (3)	
BUS 348 Organizational Behavior (3)	
BUS 361 Consumer Behavior (3)	
BUS 369 International Marketing (3)	
BUS 466 Sales Management (3)	
BUS 467 Advertising & Sales Promotion (3)	
BUS 472 Intermediate Financial Mgmt. (3)	
BUS 480 Business Internship (3)	
ECO 301 Intermediate Macroeconomics (3)	
CIS 312 Information Systems Management (3) or	

related courses approved by the dean of the School of Business.

B.S. Degree in International Business 69-70 hours

Candidates for the Bachelor of Science degree in International Business must take 30-31 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of an 18 hour language minor. The language minor must be a spoken language.

ACC 230 Principles of Accounting I	..3
ACC 231 Principles of Accounting II	..3
ACC 332 Managerial Accounting	..3
BUS 120 (or equivalency test) Spreadsheets	..1
BUS 240 Principles of Management	..3
BUS 260 Principles of Marketing	..3
BUS 370 Corporation Finance	..3
BUS 495 Business Policy	..3
ECO 100 Macroeconomic Principles	..3
ECO 101 Microeconomic Principles	..3
MAT 245 (or equivalent) Statistics	..3
Presentation graphics competency.	
BUS 310 International Business	..3
BUS 369 International Marketing	..3
ECO 334 International Economics	..3
REL 102 World Religions	..3
One course in contemporary area studies chosen from	..3
HIS 200 Intro to Latin American History (3)	
HIS 224 Intro to Asian History (3)	
HIS 281 Intro to African History (3)	
HIS 282 History of Modern Middle East (3)	
HIS 306 Russia in the 20th Century (3)	
HIS 308 Twentieth Century Europe (3)	
HIS 310 Modern China (3)	
HIS 311 Modern Japan (3)	
HIS 312 India: Past and Present (3)	
HIS 325 Asian Civilizations (3)	
IDS 280 China Today (3)	
GEO 205 World Regional Geography, ECO 322 Economic Geography, or GEO 368 Political Geography	..3
POL 210 International Politics, POL 204 Mod.	

Political Systems, or POL 320 International	
Political Economics	3
Language minor	18

B.A. Degree in Economics 30 hours

ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
ECO 300 Intermediate Microeconomics	3
ECO 301 Intermediate Macroeconomics	3
MAT 245 Statistics I	3

Electives chosen from the following15

ECO 322 Economic Geography (3)	
ECO 324 History of Economic Thought (3)	
ECO 334 International Economics (3)	
ECO 335 Gender and the Economy (3)	
ECO 355 Money and Banking (3)	
ECO 356 Public Policy Economics (3)	
ECO 364 Labor Economics (3)	
ECO 435 Comparative Economic Systems (3)	
ECO 498 Honors Thesis in Economics (3)	
ECO 499 Research in Economics (3)	
BUS 345 Quantitative Methods (3)	
BUS 361 Consumer Behavior (3)	
BUS 472 Intermediate Financial Management (3)	
BUS 474 Investment Analysis & Portfolio Management (3)	

Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

Minors in Business

The school also offers minors of 21 hours each in accounting, actuarial economics, business administration, economics, finance, management, marketing, and human resource management; these minors are available to complement majors in other departments only. At least 12 of the 21 hours must be taken at Meredith.

Accounting

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3

Electives chosen from the following9

ACC 332 Managerial Accounting (3)	
ACC 333 Cost Accounting (3)	
ACC 336 Federal Taxation—Individuals (3)	
ACC 337 Federal Taxation—Corp and Partnership (3)	
ACC 436 Selected Topics in Accounting (3)	
ACC 437 Advanced Accounting (3)	
ACC 438 Auditing (3)	
ACC 440 Legal Envir. of Accounting	
Or BUS 340 Business Law (3)	
BUS 472 Intermediate Financial Management (3)	

Actuarial Economics

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
BUS 370 Corporation Finance	3
BUS 474 Investment Analysis and Portfolio Management	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
ECO 301 Intermediate Microeconomics	3

Business Administration

ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomics Principles	3

Electives chosen from the following9

ACC 231 Principles of Accounting II (3)	
BUS 260 Principles of Marketing (3)	
BUS 310 International Business (3)	
BUS 340 Business Law (3)	
BUS 344 Business Communications (3)	
BUS 348 Organizational Behavior (3)	
BUS 370 Corporation Finance (3)	
ECO 300 Intermediate Macroeconomics (3)	
ECO 301 Intermediate Microeconomics (3)	

Economics

ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
ECO 300 Intermediate Microeconomic	3
ECO 301 Intermediate Macroeconomic	3

Electives chosen from the following9

ECO 322 Economic Geography (3)	
--------------------------------	--

ECO 324 History of Economic Thought (3)	
ECO 334 International Economics (3)	
ECO 335 Gender and the Economy (3)	
ECO 355 Money and Banking (3)	
ECO 356 Public Policy Economics (3)	
ECO 364 Labor Economics (3)	
ECO 435 Comparative Economic Systems (3)	
BUS 361 Consumer Behavior (3)	
BUS 370 Corporation Finance (3)	
BUS 472 Intermediate Financial Management (3)	
BUS 474 Investment Analysis and Portfolio Management (3)	

Finance

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
BUS 370 Corporation Finance	3
BUS 472 Intermediate Financial Management	3
BUS 474 Investment Analysis and Portfolio Management	3
ECO 101 Microeconomic Principles	3
Elective chosen from the following	3
ACC 330 Intermediate Accounting I (3)	
ACC 331 Intermediate Accounting II (3)	
ACC 332 Managerial Accounting (3)	
ACC 333 Cost Accounting (3)	
BUS 345 Quantitative Methods (3)	
ECO 100 Macroeconomic Principles (3)	
ECO 301 Intermediate Macroeconomics (3)	
ECO 355 Money and Banking (3)	
ECO 356 Public Policy Economics (3)	

Human Resource Management

ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 350 Human Resource Management	3
BUS 352 Training and Development	3
BUS 452 Compensation and Benefits	3
ECO 101 Microeconomic Principles	3
Elective chosen from the following	3
BUS 348 Organizational Behavior (3)	
BUS 456 Industrial Relations (3)	
BUS 481 Human Resource Management Internship (3)	

Management

ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 348 Organization Behavior	3
BUS 350 Human Resource Management	3
ECO 101 Microeconomics Principles	3
Elective chosen from the following	3
ACC 231 Principles of Accounting II (3)	
BUS 310 International Business (3)	
BUS 344 Business Communications (3)	
BUS 369 International Marketing (3)	
BUS 466 Sales Management (3)	
BUS 468 Marketing Management and Planning (3)	
ECO 100 Macroeconomic Principles (3)	
ECO 364 Labor Economics (3)	

Marketing

ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 365 Marketing Research*	3
*prerequisite MAT 245	
BUS 468 Marketing Management and Planning	3
ECO 101 Microeconomics Principles	3
Elective chosen from the following	3
ACC 231 Principles of Accounting II (3)	
BUS 340 Business Law (3)	
BUS 344 Business Communication (3)	
BUS 361 Consumer Behavior (3)	
BUS 369 International Marketing (3)	
BUS 466 Sales Management (3)	
BUS 467 Advertising and Sales Promotion (3)	
ECO 100 Macroeconomics Principles (3)	
ECO 301 Intermediate Microeconomics (3)	

— *For Accounting courses, see pages 173–174.*

— *For Business courses, see pages 186–189*

— *For Economic courses, see pages 207–208.*

Capstone Program

A capstone course serves as a culminating experience to the general education requirements, focusing on thinking processes, broad connections among content areas, and values in action. All capstone courses share common goals and characteristics, varying only in their themes. At the end of a capstone course, students will be able to

- ▲ value the complexity of knowledge by seeking connections among varied perspectives;
- ▲ apply and reflect on their critical thinking and communication skills;
- ▲ appreciate the benefit and responsibilities of working in groups; and
- ▲ relate personal actions to responsible citizenship in the larger world.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome.

Prerequisites: Minimum 75 credit hours completed. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

Capstone courses will be discontinued following the 2003-2004 academic year. Beginning in 2005-2006 Global Perspective courses will fulfill the educational goals of this program.

—*For Capstone courses, see pages 189–190.*

Career Studies

Director Sumerel; Assistant Directors Sumner and Walston.

The **purpose** of Career Studies at Meredith College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply academic knowledge in actual job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

—*For Cooperative Education courses, see page 198.*

—*For Career Planning Seminar Courses, see page 200.*

Chemistry, Physics, and Geoscience

Associate Professor Hazard, Head; Professor Shiflett, Associate Professors Lewis and Powell; Assistant Professor Schmidt; Adjuncts Jacobs, Merenbloom, and Sen.

The purpose of the Department of Chemistry, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

- ▲ enable majors and minors to attain their educational and career goals; and
- ▲ prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- ▲ develop a knowledge of scientific discovery and process;
- ▲ improve their ability to reason and critically analyze evidence and support for information; and
- ▲ become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).

In addition, chemistry majors will

- ▲ acquire a knowledge of inorganic, organic, analytical, and physical chemistry,
- ▲ develop the skills and knowledge necessary to work competently and safely in a chemistry laboratory,
- ▲ be able to employ current research tools and strategies,
- ▲ acquire the knowledge and skills necessary to pursue graduate or professional studies or careers in chemistry or teaching,
- ▲ understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, geography, and geoscience to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good

option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships or the cooperative education program.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options.

Majors in Chemistry

Core Curriculum 24 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
CHE 221, 241 Organic Chemistry I & Lab	4
CHE 222, 242 Organic Chemistry II & Lab	4
CHE 350 Quantitative Analytical Chemistry	4
PHY 211, 241 General Physics I & Lab	4
PHY 212, 242 General Physics II & Lab	4
MAT 211 Calculus I	4

Bachelor of Arts with a major in Chemistry 45 hours

Core Curriculum	32
Additional hours in chemistry courses, including CHE 490, numbered 200 or above	7
Elective hours chosen from biology, chemistry, mathematics and physics at the 200 level or above	6

Bachelor of Science with a major in Chemistry 61 hours

Core Curriculum	32
CHE 420 Chemical Thermodynamics & Kinetics	3
CHE 430 Atomic & Molecular Structure	3
CHE 441 Experimental Physical Chemistry I	1
CHE 442 Experimental Physical Chemistry II	1
Elective chemistry courses numbered 200 or above	10
One hour selected from the following	1
CHE 490 Seminar (1-2)	
CHE 498 Honors Thesis in Chemistry (3)	
CHE 499 Research (1-2)	
CHE 930 Special Studies (1-3)	
or cooperative education	
MAT 212 Calculus II	4
MAT 220 Linear Algebra or MAT 354 Differential Equations	3
Elective chosen from the following	3
BIO 101 General Biology I (3)	
CSC 201 Computer Science I with Java (4)	
MAT 220 Linear Algebra (3)	
MAT 354 Differential Equations (3)	

All students are required to give an oral presentation.

Minors in Chemistry and Geography

Chemistry 20 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4

Electives chosen from the following 12

CHE 221/241 Organic Chemistry I & Lab(4)	
CHE 350 Quantitative Analytical Chemistry (4)	
CHE 222/242 Organic Chemistry II & Lab or	
CHE 436/446 BioChemistry & Lab (4)	
CHE 420/441 Chem. Thermodynamics & Kinetics or	
CHE 430/442 Atomic & Molecular Structure or	
CHE 474 Inorganic & Bioinorganic Chemistry (3)	

Chemical Physics 19 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
PHY 211, 241 General Physics I & Lab	4

PHY 212, 242 General Physics II & Lab	4
CHE 420 Chem. Thermodynamic & Kinetics or	
CHE 430 Atomic & Molecular Structure	3

Geography 18 hours

GEO 200, 240 Earth Science & Lab	4
GEO 205 World Regional Geography	3
GEO 326 Environmental Resources	3

Electives chosen from geography courses at the 200 level or above (at least 3 of these hours must be at the 300 level) 8

All elective hours must be approved by the department head.

Teacher licensure is available in B-K, K-6, 6-9 science concentration and 9-12 chemistry. See licensure requirements in the School of Education listing.

— *For Chemistry courses, see pages 194–196.*

— *For Geography courses, see page 223.*

— *For Physics courses, see pages 252–253.*

Communication

Associate Professor Ross, Head; Associate Professor Creagh; Assistant Professor Spero; Adjuncts Brewer, Hanford, Hemenway, Mayberry, McCormick, Morgan, Oliver, Pond, Porterfield, and Raines.

Communication is a field of inquiry that produces a working understanding of the presuppositions, production, performance, and interpretation of communication in its diverse forms, ranging from speech to electronic media. Our guiding assumption is that the major in Communication is a form of critical activity in which the “everyday” objectivity of human meaning production is called into question, scrutinized, and transformed. This work is done for a practical aim. Through our teaching, research, and service, we seek to develop and enhance the ability of students, fellow citizens, and

communities to express their interests, understand themselves and others, and to contribute to the aesthetic, political, social, and cultural environments in which they live.

Fostering critical awareness of communication choices, behaviors, and technologies implies a significant integration of the conception, production, and understanding of many types of messages. Critical awareness of communication also requires some experience of the ethical and aesthetic perspectives in teaching, in talking, and in communication research. The study of different approaches to communication across the various contexts of the discipline (interpersonal, group, public, and mass communication) provides a basis for later practical experiences, including required internships, in which students can function as members of the diverse community to which they belong.

Communication as it is expressed, taught, and studied at Meredith College must be responsive to significant needs, changes, and demands of the various constituencies served by the college.

Majors in Communication

Candidates for the Bachelor of Arts with a major in communication must take 24 hours of core requirements and 18 hours of their chosen concentration, for a total of 42 hours. The concentrations offered are Mass Communication and Human Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

The Core Curriculum 24 hours

COM 100 Intro to Communication Studies	3
COM 140 House Management, COM 141 Publicity, or COM 142 Box Office	1
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 300 Small Group Communication or	

COM 450 Relational Communication	3
COM 325 Oral Interp. of Literature or	
COM 350 Business & Prof. Communication	3
COM 380 Communication Law and Ethics	3
COM 410 Senior Thesis	2
COM 495 Theories of Human Communication	3

Mass Communication Concentration 18 hours

COM 290 Intro to Mass Communication	3
COM 330 Video Production	3
COM 360 Writing for the Media	3
COM 930 Internship	3

Electives chosen from the following: 6

ART 140 Intro to Graphic Communication (3)	
ART 130 Photography I (3)	
ART 230 Photography II (3)	
ART 330 Photographic Tech. & Processes (3)	
BUS 260 Principles of Marketing (3)	
BUS 361 Consumer Behavior (3)	
BUS 365 Marketing Research (3)	
BUS 466 Sales Management (3)	
BUS 467 Advertising & Sales Promotion (3)	
COM 150 Voice and Articulation (3)	
COM 300 Small Group Communication (3)	
COM 370 Nonverbal Communication (3)	
COM 375 Gender Communication (3)	
COM 400 Special Topics in Communication (3)	
ENG 240 Introduction to Film (3)	
ENG 245 Introduction to Journalism (3)	
ENG 247 Copy-Editing (3)	
ENG 358 Advanced Composition (3)	

Human Communication Concentration 18 hours

COM 370 Nonverbal Communication	3
COM 375 Gender Communication	3
COM 390 Intercultural Communication	3
COM 930 Internship	3

Electives chosen from the following: 6

BUS 240 Principles of Management (3)	
BUS 344 Business Communications (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 352 Training and Development (3)	

BUS 466 Sales Management (3)
CD 335 Marriage/Family Relationships (3)
COM 150 Voice and Articulation (3)
COM 270 American Sign Language (2)
COM 300 Small Group Communication (3)
COM 450 Relational Communication (3)
COM 400 Special Topics in Communication (3)
ENG 270 Literary Research/Crit. Theory (3)
PHI 210 Critical Thinking (3)
POL 301 Const & Rights of Americans (3)
POL 303 Cont Amer Policy & Politics (3)
PSY 212 Psychology of Gender Roles (3)
PSY 312 Psych of Exceptional Indiv (3)
PSY 332 Perception (3)
PSY 410 Social Psychology (3)
PSY 432 Memory, Language and Cognition (3)
SOC 260 Cultural Anthropology (3)
SOC 335 Race and Ethnic Relations (3)
SOC 376 Oppressed Groups & Social Just (3)

Minor in Communication 18 hours

COM 100 Introduction to Communication Studies3
COM 225 Public Speaking3
COM 260 Interpersonal Communication3
COM 495 Theories of Human Communication3
Choice of 2 additional courses in Communication or approved electives6

—For Communication courses, see pages 198–200.

Cross-Cultural Skills

Professor Webb, Director of Study Abroad

An interdisciplinary Cross-Cultural Skills minor is available. This minor, administered by the director of Study Abroad, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from the international studies major/minor in its emphasis on foreign language and on international living. Each student will work out her individual program in consultation with the Study

Abroad director (who will be responsible for record keeping) and her adviser.

Minor in Cross-Cultural Skills 19 hours

CAP 407 Awareness and Discovery or comparable course3
Foreign Language in the same language, 300-level or above6
Approved Global Perspective electives6
Approved International Perspective in the Major3
Portfolio1

Approved Study/Work Abroad (minimum eight consecutive weeks including a prescribed journal)

Dance and Theatre

Associate Professor Rodgers, Head; Professors Shapiro and Colwell-Waber; Assistant Professor Devitt; Instructor Finley; Adjuncts Beadle, Browning, Burris, Griffiths, Klem, Rainey, W. Rodgers, Roten, and Sommers; Accompanist Wilemon; Technical Supervisor and Facilities Coordinator Brown; Technical Assistant Davis.

The Department of Dance & Theatre offers a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching, and majors in Theatre, Theatre with K-12 Licensure, and Musical Theatre. Our varied performance opportunities include annual dance concerts and main stage theatre productions, plus several studio productions in each program. Auditions for both Meredith Dance Theatre and Meredith Performs Theatre are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith Dance & Theatre Department creates for students and faculty a laboratory for technical skill development, creative exploration, and artistic scholarship. We strive to instill a passion for and an understanding of dance and theatre as forms of artistic expression and as means for personal

development and deep learning. We seek to provide quality instruction and performance opportunities that positively impact the lives of all our constituencies: department minors and majors, the Meredith college community, and the local and regional communities.

The **purpose** of the Department of Dance & Theatre is to offer programs that will

- ▲ Support the Aesthetic & the Arts component, the Cultural Perspectives component, and the Health & Physical Learning component of general education;
- ▲ Offer a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching;
- ▲ Offer majors in Theatre and Musical Theatre;
- ▲ Offer preparation for teacher licensure in Dance K-12 and Theatre K-12;
- ▲ Offer experiential learning and performance opportunities in dance and theatre;
- ▲ Enrich the cultural and aesthetic life of the Meredith College community; and
- ▲ Encourage student involvement in dance and theatre beyond the Meredith community through service learning, internships, travel, participation in productions and arts organizations, and partnerships with lab schools.

The **goals** of the Department of Dance & Theatre are to encourage students to

- ▲ Explore their creative voices;
- ▲ Engage in rigorous intellectual endeavors;
- ▲ Develop critical thinking skills;
- ▲ Acquire strong oral and written communication skills;
- ▲ Understand and apply technology related to the specific areas of Dance & Theatre;
- ▲ Develop an understanding of the role of dance and theatre in a broader social and historical context;
- ▲ Appreciate the contributions of diverse cultures to dance and theatre;

- ▲ Identify themselves as artists who possess the craft, discipline, and commitment to contribute to their art form;
- ▲ Prepare themselves for a professional career in dance and theatre;
- ▲ Become an artistic resource to the Meredith community and beyond; and
- ▲ Accumulate the knowledge and experiences necessary to actively support the arts throughout their lifetimes.

The **objectives** of the Department of Dance & Theatre are to meet our stated goals by

- ▲ Offering classes, performance opportunities, internships and partnerships, and research opportunities that challenge and encourage the creative and intellectual process,
- ▲ Creating an active learning environment in which students learn the technological skills necessary for producing and promoting their art,
- ▲ Weaving into the curricula and productions the tools for understanding and appreciating diverse cultures and their contributions to the arts,
- ▲ Interacting closely with students as advisers and role models to ensure their growth as artistic professionals.

In addition to their courses of study, the Department of Dance & Theatre offers students unique opportunities to study with renowned guest teachers, choreographers, playwrights, actors, and directors each year. The Dance Program's annual guest artist residency and Master Artist Teaching Series bring nationally acclaimed artists such as Bebe Miller, Lisa Race, and Gerri Houlihan to campus to teach and create work with Meredith students. The Theatre Program typically presents a musical, a theatre for youth production, a classical piece, and a contemporary play each year. In addition, several student-led productions are performed. Guest artists often perform or serve as guest directors.

The Dance Program hosts the annual North Carolina Dance Festival, which offers students the

chance to perform with and help produce the work of North Carolina's best choreographers. Dance students also participate in the American College Dance Festival annually, where they attend master classes and present work for adjudication. Each year, the Theatre Program participates in the Kennedy Center American College Theatre Festival. This opportunity allows students to appreciate the work being done at institutions of higher education all over the state and to compete for prestigious graduate school scholarships.

Career Directions

Dance majors are prepared for careers in education, private studio teaching, and professional performance. Recent graduates teach in the schools, own and operate studios, and are actively producing their work. Likewise, Theatre majors are prepared for careers in education, further graduate studies, performance, design, or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

The **Performance and Choreography Concentration** prepares the "dance artist." The program provides for experiences which further refine the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 44 credit hours, the student completes 13 credit hours specified to fulfill the concentration requirements.

The **Private Studio Teaching Concentration** prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 44 credit hours, the student completes an additional 23 credit hours which provide experiences in performance, production, business, and teaching.

The **Dance Education Concentration** program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 44 credit hours, the student completes 36 credit hours in the Dance Education Concentration.

Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. Activity courses taken to satisfy general education requirements are taken pass/fail. All dance activity courses taken to fulfill requirements for the Dance major may count toward graduation.

Candidates for the **Bachelor of Arts in Theatre** must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

Candidates for the **Bachelor of Arts in Musical Theatre** must earn 67 hours of credit, divided among music, dance, and theatre, as indicated below.

This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

The **K-12 Teaching Licensure in Theatre** is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of

Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

The **goals** of the curriculum are to insure

- ▲ competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- ▲ development of visual and aural perceptions related to performance;
- ▲ understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- ▲ familiarity with and competence in fundamental theatre techniques;
- ▲ acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- ▲ understanding and evaluation of contemporary thinking about theatre and related arts; and
- ▲ informed assessment of quality in works of theatre.

The **objectives** for the curriculum are to develop theatre teachers who would help students by

- ▲ communicating what playwrights seek to convey and how that is intensified through theatrical production;
- ▲ assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- ▲ promoting skills in observation and communication and the ability to exercise critical thinking and make decisions through theatrical experiences;
- ▲ encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others; and

- ▲ preparing them for future education, avocational and/or vocational theatre arts experiences.

Majors in Dance and Theatre

Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 44 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core 44 credit hours

DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation I	2
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 200 Dance in Society	3
DAN 256 Composition I	3
DAN 257 Music for Dance	2
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 356 Dance Composition II	3
DAN 359 Dance History	3
THE 246 Lighting and Sound	3

Dance Technique chosen from the following . . .10

DAN 251,351, and/or 451; Ballet II, III, and/or IV (2)	
DAN 253,353, and/or 453; Modern II, III, and/or IV (4)	
DAN 254,354, and/or 454; Jazz II, III, and/or IV (1)	
DAN 152, Folk and Square Dance (For Licensure Only) (1)	
DAN 156 World Dance (1)	
Techniques Electives (2-3)	
HED 282 Prevention and Care of Injuries	2
BIO 322/342 Human Anatomy and Physiology	4
prerequisites: BIO 101/141, General Biology I and lab	

Performance and Choreography Concentration**69 hours**

The Dance Core Curriculum	44
DAN 252 Participation in Choreographic Projects	2
DAN 258 Mind/ Body Integration	2
DAN 259 Improvisation II	2
DAN 462 Dance Practicum in Choreography	1
DAN 463 Dance Practicum in Technical Theatre	1
DAN 455 Performing Arts Administration	3
DAN 456 Meredith Dance Theatre	4
Dance Technique	5
above 200 level (Modern (2), Ballet (2), Jazz (1))	
THE 224 Acting I	3

Private Studio Teaching Concentration**66 hours**

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 464 Dance Practicum in Field Teaching in a Private Studio	2
DAN 455 Performing Arts Administration	3
DAN457 Pedagogy in Dance Technique	1
DAN 463 Practicum in Technical Theatre	1
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 762 Theory and Methods of Teaching, 7-12	3
THE 247 Costuming and Makeup	3
COM 260 Interpersonal Communication	3

Dance Education Concentration 80 hours

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 762 Theory and Methods of Teaching, 7-12	3
DAN 763 Reflective Teaching	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 438 Field Experience	1
EDU 441 Introduction to Audio/Visual Materials	1
EDU 471 Reading in the Content Area	1
EDU 439 Observation and Directed Teaching	6
PSY 210 Life Span Developmental Psych or 310 Developmental Psych of Children and Adolescents	3

PSY 312 Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre**Theatre 36 hours**

THE 114 Introduction to Theatre	3
THE 224 Basic Acting	3
THE 130-142 Practica (at least three different areas)	3
THE 245 Stagecraft	3
THE 316, 317 History	6
ENG/THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 490 Project: area of specialization	3

Electives chosen from the following 12

COM 150 Voice and Articulation (3)	
THE 214 Creative Dramatics (3)	
THE 130-142 Theatre Practica (areas of study to be determined in consultation with major adviser) (1-3)	
THE 246 Lighting and Sound (3)	
THE 247 Costume and Makeup (3)	
THE 324 Intermediate Acting (3)	
THE 425 Directing (3)	
THE 496 Seminar in Musical Theatre (3)	
THE 499 Internship (1-3)	

Students majoring in theatre are expected to participate in departmental productions.

Musical Theatre 68 hours

MUS 100, 101, 202 Theory	9
MUS 150, 151, 252, 253 Ear-Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, or 313 Music History	4
MUA 154, 254 Voice (Study in voice must continue each semester throughout the program)	12

Piano study chosen from the following 2

MUA 040 Beginning Class Piano (1)	
MUS 140 Elementary Key Board (1)	
MUA 044 Preparatory Piano (1-4)	
MUA 144 Piano I (1-4)	
MUS/THE 496 Seminar in Musical Theatre	3
DAN 159 Movement Improvisation	2
DAN 251, 351, or 451 Ballet II, III, or IV	1

DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 Jazz II, III, or IV	1
DAN 252 Choreographic Projects or DAN 355 Creative Arts Touring Company	1
DAN 455 Dance Production	3
THE 114 Intro to Theatre	3
THE 224, 324 Acting	6
THE 245 Stagecraft	3
THE 316 Theatre History I	3
ENG/THE 350 Modern Drama	3
COM 150 Voice & Articulation	3
THE 490 Senior Project	1
THE 136 Practicum: Makeup	1
Ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines	8

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the School of Education section that follows.

Minors in Dance and Theatre

Dance 21 Hours

Dance Technique chosen from two of the following categories at or above the 200 level: Ballet, Modern

Dance, Jazz	8
DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation	2
DAN 256 Dance Composition I	3
DAN 359 Dance History	3

Electives chosen from DAN 200, 250, 252, 255, 257, 258, 259, 352, 355, 356, 357, 452, 455, 456, 761, 762 or 940's (approved by Dance faculty adviser)

Theatre 18 hours

THE 114 Introduction to Theatre	3
Approved courses in Theatre	15

—For Dance courses, see pages 202–207.

— For Theatre courses, see pages 269–271.

The School of Education

Administrative Faculty Hubbard, Dean; Professors Kratzer, Parker and Weir; Associate Professors Gleason, Graden; Assistant Professors McKinney, Schrock, and Willoughby; Adjuncts Clary, Collier, Joyner, Midgett, Millsaps, Mizelle, Swart, Torgerson and Vincent; Administrative Faculty Lee.

Goals

The School of Education is committed to the development of reflective practitioners able to

- ▲ evaluate critically the purposes of education and develop their own philosophy of education;
- ▲ explore and evaluate understandings of the nature of the learner, the learning process, and the culture of schooling;
- ▲ meet the needs of linguistically, socio-economically, and culturally diverse populations;
- ▲ explore the philosophical, cultural, and educational implications of current educational technologies and their potential value in contemporary classrooms;
- ▲ be teacher-researchers;
- ▲ work creatively and effectively with the content of the school curriculum; and
- ▲ assume leadership roles in working collaboratively with teacher colleagues to improve the system of public education.

Courses in the School of Education provide the developing teacher, aspiring social worker, or inter-

ested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. The courses and fieldwork prepare students to be teachers who

- ▲ transform content knowledge by building on and integrating knowledge and skills learned in the liberal arts and in the majors with professional knowledge, skills, and dispositions of professional educators;
- ▲ provide leadership by participating in and forging community-school partnerships, collaborating with colleagues, and structuring schools/classrooms as communities of learners;
- ▲ practice culturally relevant teaching by maintaining high expectations for all students, adapting instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment;
- ▲ practice teaching strategies that are personal and focused on individuals by understanding student development and learning; adapting instructional strategies to address individual differences and learning preferences; and construct caring contexts that support student exploration and learning;
- ▲ engage in reflective teaching by continuously assessing themselves as educators, by adjusting teaching based on reflection, and by participating in continuing staff development and professional organizations; and
- ▲ conduct continuous assessment by implementing informal and formal assessments, maintaining sound records of student development, interpreting assessments appropriately based on current knowledge about bias and about the limits of forms of assessment, communicating with students and families, and using this information to plan for teaching.

Toward this end, in courses and in fieldwork, students can expect to actively observe, describe, reflect, analyze, connect, communicate, and act with increasing competence as a teacher.

Meredith offers undergraduate programs leading to the initial North Carolina teaching license. The Master of Education degree leads to a North Carolina graduate license in elementary education, English as a Second Language, or reading. A graduate catalogue which provides complete information about the program can be obtained from the School of Education or from the John E. Weems Graduate School.

In the undergraduate licensure programs a student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in birth through kindergarten (B-K); elementary education (grades K-6); middle grades education (grades 6-9); language arts, mathematics, science, and social studies; secondary education (grades 9-12); English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12); art, music, dance, theatre, French, Spanish, physical education, and family and consumer sciences education (grades 7-12).

Although there are common elements among the programs, each is a distinctly different program and is designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the college.

Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.

Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith. (A second concentration is recommended.)

Students who plan to be secondary education (9-12) teachers, special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.

After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

The registrar will send a copy of the student's completed Declaration of Major form to the School of Education. Upon receipt of the form, the school will send the student a Teacher Education Handbook, a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the School of Education as soon as possible. (The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. **An applicant's overall grade point average must be 2.50 or above for admission to the program.**

Each completed application is reviewed in the School of Education and the applicant is notified of the admission decision by the dean of the School of Education. An applicant can appeal the admission decision to the vice president for academic affairs by letter.

Non-degree students (students with at least a baccalaureate degree who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)

All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the Office of the School of Education.

Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the School of Education. They must take a minimum of 30 semester hours of course work at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the dean of the School of Education.

A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

Before a student enrolls in a middle, secondary or K-12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the School of Education Office.

Requirements for All Licenses

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Prior to student teaching, all students must have a C or P grade or

better in all program requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional courses taken in the School of Education must be taken for a grade unless specifically designated as Pass/Fail. Preadolescent/Adolescent Behavior (EDU466) and/or Secondary School (EDU467) may be taken Pass/Fail with permission of the instructor.

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Pre-professional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student internship, students are required to take the appropriate specialty area tests, PRAXIS II. The minimum score requirements are established by the State Board of Education and are subject to change. All required examinations may be taken more than once. Minimum score requirements are available from the School of Education.

Student Internship Requirements

The following requirements must be met before a student is admitted to the student internship:

1. Meet with the director of the program during the semester prior to block semester. There is a required meeting (date and time to be announced), during which the application for internship placement is reviewed with instructions for its completion.
2. Have an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6–9, 9–12 or K–12 licenses must have a cumulative GPA of 2.50 or

better in their content area courses.

3. Must have observed or have participated with children in the public schools.
4. Demonstrate the achievement of those competencies necessary for effective teaching which have been established by the Department of Public Instruction (DPI) and that have been adopted by the Teacher Education Committee of Meredith College.
5. All students must have a C or P grade or better in all program requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.
6. Have a physical exam and submit the completed Health Certificate to the School of Education.
7. Speech screening results will be sent to the student and to her academic advisor. Together they will determine if her plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.
8. Internship placements are made with Wake County Public Schools.

Recommendations

Most professional studies courses, including most methods courses taught in departments other than the School of Education, require extensive school observations/field experiences outside scheduled class hours. Most of these observations occur in a public school setting between the hours of 7:30 a.m. to 3:00 p.m. Planning for these observations should include travel time of 30 minutes each way.

It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester or prior to the sophomore year.

In order to be recommended for licensure, a student must complete an Advanced Technology Portfolio. This portfolio consists of ten projects which address specific technology competencies. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in regularly scheduled required “Orientation to the School of Education” sessions. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

BLOCK semester can be either semester of the senior year, provided all other professional education courses have been satisfactorily completed.

For K-6 Licensure only it is strongly recommended that EDU 255 be taken early in a student’s program. EDU 336, EDU 342, and EDU 344 should be taken during the semester immediately preceding student teaching.

Programs for Licensure

Birth through Kindergarten (B–K) Teacher Education Program

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

- PSY210 Developmental Psychology or
- PSY 310 Child and Adolescent Psychology3
- PSY 312 Psychology of Exceptional Individuals3
- (Prerequisite: PSY 100)
- SOC 335 Race and Ethnic Relations3

Mathematics 3 hours

MAT 245 Statistics I — Teachers seeking BK licensure have a choice of two statistics courses. They may take this course and meet their general education mathematics requirement, or they may take PSY 200, which does not meet the general education requirement3

Health and Physical Learning 2 hours

HED 200 First Aid2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education, General 24 hours

- EDU 232, Foundations of Education3
- CD 234, Preschool Child3
- CD 334, Infant Development3
- CD 340, Young Children’s Learning Environments . . .3
- CD 436, Administration of Programs for Young Children3
- CD 440, Readings in Preschool and Early Intervention .3
- PSY 422, Psychological Testing and Evaluation3
- BK 341, Variations in Early Development3

Professional Education, Methods 21 hours

- BK 337, Observations of Young Children3
- BK 342, Practicum1
- BK 465, Teaming, Collaboration, and Consultation . .3
- CD 336, Preschool Curriculum4
- CD 434, Infant Curriculum3
- CD 438, Supporting and Strengthening Families . . .3
- BK 469, Field Experience (B–K)1
- BK 445, Advanced Curriculum3

Professional Education, Practicum 12 hours

- BK 460, Clinical Internship: Infant-Toddler3
- BK 470 Clinical Internship: Preschool/Kindergarten .3
- EDU 490, Observation and Directed Teaching6

Elementary Teacher Education (Grades K-6) Program

The general education requirements of the College including these specific courses in the following areas:

Literature Elective 3 hours
ENG 206, Survey of American Literature3
(Prerequisite: ENG 201)

Cultural Perspectives Elective 3 hours
HIS 214, American History to 1876, or HIS 314,
Colonial American History3

Behavioral and Social Sciences 9 hours
SOC 335, Race and Ethnic Relations3
(Prerequisite: SOC 230 or 260 or EDU 232)
PSY 210 Developmental Psychology or
PSY 310 Child and Adolescent Psychology
(Prerequisite: EDU 234 or PSY 100)3
PSY 312, The Psychology of Exceptional Individuals3
(Prerequisite: EDU 234 or PSY 100)

Laboratory Science 8 hours
BIO 101/141 General Biology I and Lab4
GEO 200/240 Earth Science and Lab4

Data Analysis, Abstract Reasoning and
Problem Solving 6 hours
MAT 130, Exploring with Mathematics or
MAT 245, Statistics I3
MAT 120, Finite Mathematics or
MAT 144, Functions and Graphs, or
Any calculus course3-4

Aesthetics and the Arts 4 hours
ART 244 Fundamental Concepts of Art1
DAN 244 Fundamental Concepts of Dance1
MUS 244 Fundamental Concepts of Music1
THE 244 Fundamental Concepts of Theatre1

Major Study Program Requirements for Area Other than Education Variable hours

Professional Education Requirements for Elementary Education (K-6) Students 38 hours

Professional Education, General 6 hours
EDU 232, Foundations of American Education3
EDU 234, Educational Psychology3

Professional Education, Methods 26 hours
EDU 236 Literature in the Elementary School2
ESS 742 Healthful Living in the
Elementary School3
EDU 300 Introduction to Language Arts2
EDU 241 Introduction to Audio/Visual Materials . .1
*EDU 359 Science in the Elementary School2
EDU 358 Social Studies in the
Elementary School2
*EDU 401 Mathematics in the Elementary School .3
*EDU 402 Preservice Practicum1
*EDU 400 Communication Skills in the Elementary
School3

In the BLOCK semester (last semester of the
Teacher Education Program):

*EDU 443 Teaching in the Elementary School3
*EDU 440 Seminar in Education1
*EDU 442 ESL in the Elementary School1
*EDU 444 The Arts in the Elementary School2

Professional Education, Practicum 6 hours
*EDU 490, Observation and Directed Teaching . . .6

*Must be admitted to the Teacher Education
Program to enroll.

Middle Grades Teacher Education (Grades 6-9) Program

The general education requirements of the College including these specific courses in the following areas:

Literature Elective 3 hours
ENG 206, Survey of American Literature3

Cultural Perspectives Elective 3 hours
HIS 215, American History Since 18763

Behavioral and Social Sciences 6 hours
 SOC 335, Race and Ethnic Relations3
 (Prerequisite: SOC 230 or SOC 260 or EDU 232 are
 strongly recommended)
 PSY 312, The Psychology of
 Exceptional Individuals3
 (Prerequisite: EDU 234 or PSY 100)

Laboratory Science 8 hours
 BIO 101/141 General Biology I and Lab4
 GEO 200/240 Earth Science and Lab4

Mathematics 3 hours
 MAT 141, College Algebra or MAT 144,
 Functions and Graphs or MAT 211, Calculus I ...3-4

Aesthetics and Arts 3 hours
 ART 221 Survey of Western Art Ancient-Early
 Ren. ART 222 Survey of Western Art
 MUS 214 Music Appreciation3

Health and Physical Learning 2 hours
 HED 100, Contemporary Health Issues2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education Requirements for Middle Grades Education (6-9) 24 hours

Professional Education, General 9 hours
 Prior to the BLOCK semester (last semester of
 the teacher education program):
 EDU 232, Foundations of American Education ...3
 EDU 234, Educational Psychology3
 EDU 350, Teaching in the Middle School3

Professional Education, Methods 9-11 hours
 Prior to, or in, the BLOCK semester (last
 semester of the teacher education program):
 Methods 764 as appropriate to the required concen-
 tration3
 EDU 241, Introduction to Audio/Visual Materials ..1

In the BLOCK semester (last semester of the
 teacher education program):

EDU 438, Field Experiences: Middle Grades and
 Secondary1
 EDU 466, Preadolescent and Adolescent Behavior ..3
 EDU 450, Reading in the Content Areas1-3

Professional Education, Practicum 6 hours
 In the BLOCK semester (last semester of the
 teacher education program):
 EDU 490, Observation and Directed Teaching6

A concentration chosen from communication skills,
 mathematics, science, or social studies. Two con-
 centrations are recommended. Requirements for
 each concentration follow.

Requirements for Licensure in 6-9 with a Communication Skills Concentration

The general education program requirements
 of the College

The specific requirements within the general
 education program for 6-9

Major study program in an area other
 than education

Concentration in Communication Skills 25 hours

ENG 111, Principles of Writing3
 ENG 201, Major British Authors OR
 ENG 200, Texts and Contexts3
 ENG 206, Survey of American Literature3
 ENG 175, Grammar1
 ENG Literature elective3
 ENG 358, Advanced Composition: Expository
 and Technical3
 ENG 240 Introduction to Film3
 EDU 471, Reading in the Content Areas3
 COM 225, Fundamentals of Public Speaking3
 ENG 764, The Teaching of English2
 ENG 765, Practicum in Teaching of English1

Requirements for Licensure in 6-9 with a Mathematics Concentration

The general education program requirements
 of the College

The specific requirements within the general education program for 6-9

Major study program in an area other than education

A Concentration in Mathematics 25-28 hours

MAT 144 Functions and Graphs	.3
MAT 211 Calculus I	.4
MAT 220 Linear Algebra or MAT 212 Calculus II	.3-4
MAT 250 Mathematical Reasoning	.2
MAT 245 Statistics I	.3
MAT 264 Topics in Mathematics for Middle Grades (6-9) Licensure	.1-2
MAT 334 Modern College Geometry	.3
CIS modules or CSC 201 Computer Science with Java	.3-4
MAT 764, Methods of Teaching Middle/Secondary Mathematics	.3

Requirements for Licensure in 6-9 with a Science Concentration

The general education requirements of the College

The specific requirements within the general education program for 6-9

A major study program in an area other than education

A Biology concentration including the following 22 hours:

BIO 101/141 General Biology I and Lab	.4
BIO 102/142 General Biology II and Lab	.4
CHE 111/141 General Chemistry I and Lab	.4
PHY 100, Principles of Physical Science	.3
GEO 200/240 Earth Science	.4
SCI 764 The Teaching of Science	.3

Requirements for Licensure in 6-9 with a Social Studies Concentration

The general education requirements of the College

The specific requirements within the general education program for 6-9

A major study program in an area other than education

A concentration in Social Studies 21 hours

HIS 101 Emergence of Western Civilization or	
HIS 102 Modern Western Civilization	.3
HIS 215 American History Since 1876	.3
HIS 224 Introduction to Asian History	.3
HIS 520 North Carolina History	.3
ECO 100 Principles of Macroeconomics or	
ECO 274 Consumer Economics	.3
GEO 205 World Regional Geography	.3
POL 100 American Political Systems or	
POL 210 International Politics	.3
HIS 764, The Teaching of Social Studies	.3

In addition to the above, the following courses are strongly recommended:

HIS 308, Twentieth Century Europe (3)	
GEO 368, Political Geography (3)	

Grades 9-12 Programs

The general education requirements of the College, including these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals	.3
(Prerequisite: EDU 234 or PSY 100)	
SOC 335 Race and Ethnic Relations	.3
(Students should take EDU 232 first)	

The major study requirements Variable hours

Professional Education, General 24 hours

EDU 232 Foundations of American Education	.3
EDU 234 Educational Psychology	.3
METHODS 764	.3
The BLOCK Courses	

EDU 440 Field Experiences: Middle Grades and Secondary	.1
EDU 490 Observation and Directed Teaching (9-12)	.6
EDU 241 Introduction to Audio/Visual Materials	.1
(can be taken prior to BLOCK upon approval of faculty adviser)	

EDU 466 Preadolescent and Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	1

Additional Program Requirements for area of licensure (See specific requirements below).

Program Requirements for Secondary Teacher Education (9-12) in Biology

B. A. in Biology with 9-12 Licensure

Grades 9-12 Program Requirements

A biology concentration including the following:

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
BIO 211/241 Plant Biology and Lab	4
BIO 222/242 Invertebrate Zoology and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 499 Senior Research	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
GEO 200/240 Earth Science and Lab	4
PHY 100 Principles of Physical Science	3
MAT 245 Statistics I	3
SCI 764 The Teaching of Science	3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

B. S. in Biology with 9-12 Licensure

Grades 9-12 Program Requirements

A biology concentration including the following:

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
BIO 211/241 Plant Biology and Lab	4
BIO 222/242 Invertebrate Zoology and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 352 Symbolology	3

BIO 499 Senior Research	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab OR	
CHE 436/446 Biochemistry and Lab	4
GEO 200/240 Earth Science and Lab	4
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
MAT 211 Calculus I	4
MAT 245 Statistics I	3
SCI 764 The Teaching of Science	3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

Program Requirements for Secondary Teacher Education (9-12) in Chemistry

B.A. in Chemistry with 9-12 Licensure

Grades 9-12 Program Requirements

A chemistry major including the following:

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 490 Seminar	1
Chemistry Electives including 6 additional hours in chemistry numbered 200 or above	12
MAT 211 Calculus I	4
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
SCI 374, The Teaching of Sciences	3
Additional hours chosen from the following:	6
mathematics (200 level or above)	
biology (200 level or above)	
chemistry (200 level or above)	
physics (200 level or above)	

B.S. in Chemistry with 9-12 Licensure**Grades 9-12 Program Requirements****A chemistry major including the following:**

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 420 Chemical Thermodynamics and Kinetics	3
CHE 430 Atomic and Molecular Structure	3
CHE 490 Chemistry Seminar	1
CHE 499 Research	1
Chemistry Electives	8
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 354 Differential Equations	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
BIO 101 General Biology I	3
SCI 374 The Teaching of Sciences	3

Program Requirements for Secondary Teacher Education (9-12) in English**Grades 9-12 Program Requirements****An English major including the following:**

ENG 111 Principles of Writing	3
ENG 175 Grammar	1
ENG 201 Major British Authors	3
ENG 202 Development of English Literature	3
ENG 206 Survey of American Literature	3
ENG 240 Introduction to Film	3
ENG 270 Introduction to Literary Research	3
ENG 330 African-American Writers	3
ENG 351 Old English	3
ENG 358 Advanced Composition	3
ENG 499 or 498 Thesis	1
ENG 764 The Teaching of English	2
ENG 765 Practicum in Teaching of English	1
One course in world literature which is not American	

or British	3
One seminar (ENG 357, 359, 360 or 495)	3
One course in Shakespeare (ENG 355 or 356)	3
One course in 18th or 19th century (ENG 340, 365, 367, or 368)	3
One course in 20th century (ENG 335, 345, 350, 364, 370 or 371)	3

Prospective teachers are strongly urged to take one course in communication or theatre.

Program Requirements for Secondary Teacher Education (9-12) in Mathematics**Grades 9-12 Program Requirements****A mathematics major including the following:**

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
MAT 250 An Introduction to Mathematical Reasoning	2
MAT 313 Calculus III	3
MAT 321 Modern Abstract Algebra	3
MAT 334 Modern College Geometry	3
MAT 340 Mathematical Probability and Statistics	3
MAT764, The Teaching of Mathematics	3
Choose from the following:	3
CIS modules (3)	
CSC 201, Computer Science I with Java (4)	

Program Requirements for Secondary Teacher Education (9-12) in Social Studies**Grades 9-12 Program Requirements****A history major including the following:**

HIS 101 Emergence of Western Civilization	3
HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876	3
HIS 215 American History Since 1876	3

ECO 101 Microeconomic Principles	3
POL 100 American Political System	3
HIS 764 The Teaching of Social Studies	3
Non-Western History chosen from the following: . . 6	
HIS 200 Introduction to Latin America (3)	
HIS 224 Introduction to Asian History (3)	
HIS 310 Modern China (3)	
HIS 325 Asian Civilizations (3)	
or from special studies courses that may be offered in the history of Africa and the Middle East and other non-Western areas	
Twentieth century history selected from the following:	3
HIS 308, Twentieth Century Europe (3)	
POL 309, The Politics of the Vietnam War (3)	
HIS 319, Contemporary American History Since 1945 (3)	
HIS 330, U.S. and World History (3)	
Geography course selected from the following: . . 3	
GEO 205 World Regional Geography (3)	
GEO 326 Environmental Resources (3)	
GEO 322 Economic Geography (3)	
GEO 368 Political Geography (3)	
Courses selected from the following or from the GEO courses above:	12
ECO 100 Macroeconomic Principles (3)	
POL 300 Law and Society (3)	
POL 301 The Constitution and the Rights of Americans (3)	
POL 340 State and Local Political Systems (3)	
SOC 230 Principles of Sociology (3)	
SOC 335 Race and Ethnic Relations (3)	
Or approved electives from anthropology, economics, human geography, politics, or sociology.	

Workforce Development Teacher Education Program: Teaching family and consumer sciences.

The general education requirements of the College
which must include these specific courses in the fol-
lowing areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)
SOC 335 Race and Ethnic Relations 3

The major study requirements

Professional education and related courses as follows:

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 350 Teaching in The Middle School	3
EDU 440 Field Experiences: Middle Grades and Secondary	1
EDU 490 Observation and Directed Teaching (9-12) .. 6	
EDU 241 Introduction to Audio/Visual Materials . . . 1	
(can be taken prior to BLOCK upon approval of faculty adviser)	
EDU 466 Preadolescent and Adolescent Behavior . . . 3	
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	1-3
FCS 764 Methods of Teaching FCS	3
Computer Modules	3

Minimum semester hours in Family and Consumer Sciences courses: 48 semester hours chosen from the following:

Child Development 9 hours	
CD 234 Preschool Child	3
CD 335 Marriage and Family Relationships 3	
CD 436 Administration of Programs for Young Children	3
Clothing and Fashion Merchandising 6 hours	
CFM 115 Beginning Clothing Construction 3	
CFM 418 Textiles	3
Foods and Nutrition 12 hours	
FN 124 Principles of Food	3
FN 326 Meal Management	2
FN 227 Nutrition	3
FN 327 Institutional Foods	3
FN 328 Food Service Equipment	1
Interior Design and Housing 6 hours	
ID 245 Housing	3
ART 144 Interior Design I	3

Consumer Resource Management 6 hours	
FCS 355 Family Resource Management	3
FCS/ECO 274 Consumer Economics	3
Additional required courses 9 hours	
FCS 765 Methods of Teaching Family and Consumer Sciences	3
HED 100 Contemporary Health Issues	2
FCS 490 Professional Symposium	1
Electives chosen from the following:	3
CD 438 Supporting and Strengthening Families (3)	
CFM 316 Tailoring (3)	
CFM 417 Apparel Design (3)	
ID 246 Interior Design Materials (3)	

Special Subject Area Teacher Education (Grades K-12) Programs

Program Requirements for K-12 Licensure in Art

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours	
PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals.3	
SOC 335 Race and Ethnic Relations	3

The Art Core Curriculum 22-24 hours

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I	3
ART 105 2-D Design	3
ART 206 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art History	3
ART 494 Senior Project	1-3
ART 495 Portfolio Photography	1

Other Required Art Courses 24 hours

ART 160 Ceramics	3
----------------------------	---

ART 201 Drawing II	3
ART 207 Three-Dimensional Design	3
ART 210 Painting	3
ART 270 Fibers or ART 275 Metals	3
ART 365 Sculpture	3
ART 350 Printmaking	3
Art History elective	3

Professional Education Course 23 hours

ART 734 Theory and Methods of Teaching Art Pre-K-5 .3	
ART 735 Theory and Methods of Teaching Art 6-8 . . .3	
ART 736 Theory and Methods of Teaching Art 9-12 . .3	
EDU 232 Foundations of American Education3	
EDU 234 Educational Psychology	3
EDU 241 Introduction to Audio/Visual Materials1	
EDU 490 Observation and Directed Teaching6	
EDU 450 Reading in the Content Areas	1

Program Requirements for K-12 Licensure in Dance

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours	
PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development3	
PSY 312 The Psychology of Exceptional Individuals.3	
SOC 335 Race and Ethnic Relations	3

The Dance Core Curriculum 44 hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 257 Music for Dance	2
DAN 200 Dance Appreciation	3
DAN 256 Composition	3
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 355 Creative Arts Touring Company	2
DAN 356 Dance Composition II	3
DAN 357 Creative Arts Touring	

Company/Assistantship	1
DAN 359 Dance History	3
BIO 322/342 Human Anatomy and Physiology	4
HED 282 Prevention and Care of Movement Injuries	2
Dance Technique—total of 10 credits to include	
Modern II, III, and/or IV (4)	
Ballet II, III, and/or IV (2)	
Jazz II, III, and/or IV (1)	
Technique Electives (3) (Dance Education should include DAN 152, Folk and Square)	

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Education Psychology	3
DAN 761 Theory/Methods of Teaching Dance, K-6	3
DAN 762 Theory/Methods of Teaching	
Dance, 7-12	3
DAN 763 Reflective Teaching	3
EDU 440 Field Experience	1
EDU 241 Introduction to Audio/Visual Materials	1
EDU 450 Reading in the Content Area	1
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Teaching English as a Second Language

The general education requirements of the College which must include these specific courses in the following areas:

HIS 103 The World in the 20th Century	3
REL 102 World Religions	3
Cultural Perspectives 3 hours	
COM 390 Intercultural Communication	3
Literature elective 3 hours	
ENG 335 20th Century World Literature	3
Behavioral and Social Sciences 9 hours	
PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	
SOC 335 Race and Ethnic Relations	3

Required Courses 4 hours

ENG 175 English Grammar	1
ENG 505 Study of Linguistics	3

Professional Studies 36 hours

EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 236 Literature in the Elementary School	3
EDU 241 Intro to Audio-Visual Materials	1
EDU 300 Introduction to Language Arts	2
EDU 345 ESL in K-12 Classrooms	3
EDU 400 Communication Skills	3
EDU 745 Intro to Methods of Teaching ESL	3
EDU 467 The Secondary School	3
EDU 440 Seminar in Education	1
EDU 466 Pre-Adolescent and Adolescent Behavior	3
EDU 450 Reading in the Content Areas	3
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12

Licensure in Music

General Education Requirements

39-48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4
Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval	
Experiential Learning: one approved EL experience and 12 cultural events	
Competency requirement: fundamental computer skills	

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
--	---

MUS 721 Materials and Methods Middle	.2
EDU 234 Educational Psychology	.3
EDU 232 Foundations of American Education	.3
EDU 490 Student Teaching (Block)	.6
EDU 241 Intro to Audio/Visual Materials (Block)	.1
EDU 450 Reading (Block)	.1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	.6
MUS 202, 203 Intermediate Theory I & II	.6
MUS 140, 141, 242, 243 Keyboard	.4
MUS 150, 151, 252, 253 Ear Training	.4
MUS 215 Music Literature	.2
MUS 310, 311, 312, 313 Music History	.8
MUA 060 String Instruments	.2
MUA 068 Guitar Lab	.1
MUA 070 Woodwind Instruments	.2
MUA 080 Brass and Percussion Instruments	.2
MUS 300 and 301 Conducting	.4
MUS 304 Instrumentation	.1
MUS 308 Choral Arranging	.2
MUS 722 Materials and Methods Secondary	.2
Principles Applied Study	.14
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Secondary applied study(ies)	.3
MUS 491 Graduation Recital	.1
Ensembles	.7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	.6
MUS 202, 203 Intermediate Theory I & II	.6
MUS 140, 141, 242, 243 Keyboard	.4
MUS 150, 151, 252, 253 Ear Training	.4
MUS 215 Music Literature	.2
MUS 310, 311, 312, 313 Music History	.8
MUA 060 String Instruments	.2
MUA 068 Guitar Lab	.1
MUA 070 Woodwind Instruments	.2

MUA 080 Brass and Percussion Instruments	.2
MUS 300 and 302 Conducting	.4
MUS 304 Instrumentation	.1
MUS 306 Orchestration	.2
MUS 723 Materials and Methods Instrumental	.2
Principles Applied Study	.14
Secondary applied study(ies) (must include 1 hour of voice.)	.2
MUS 491 Graduation Recital	.1
Instrumental ensembles	.7 semesters
Keyboard proficiency	

Program Requirements for K-12 Licensure in Physical Education

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	.3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	.3

The Physical Education Core Curriculum 33 hours

HED 100 Contemporary Health Issues	.2
HED 200 First Aid	.2
BIO 322/342 Human Anatomy and Physiology and Lab	.4
prerequisites: BIO 101/14 General Biology I and Lab*	
ESS 200 Foundations of Physical Education, Sport and Fitness	.3
ESS 220 Principles of Strength Training and Conditioning	.2
ESS 255 Lifespan Motor Development	.3
ESS 300 Issues and Management of Sport and Physical Education	.3
ESS 475 Motor Learning and Skill Performance	.3
ESS 320 Assessment in Physical Education, Sport and Fitness	.3
ESS 482 Kinesiology	.3
ESS 485 Exercise Physiology	.3
ESS 487 Exercise Physiology Lab	.1
ESS 460 Senior Seminar	.3

Theory and Practice of Skill Acquisition 9 hours

ESS 210 Selected Sports Activities	1
ESS 215 outdoor Leisure Activities	1
PED 110, 125, 210, 310 or swimming proficiency 1	
PED 120, 121, 122, 126	
(physical fitness activities)	1
PED 141, 241	
(badminton)	1
PED 146, 246, 346, 476 (tennis)	1
PED 152, folk and Square Dance	1
PED 161, 162, 163, 164 (select two different)	2
* All activity courses (any courses with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.	

Teaching Physical Education 9 hours

ESS 743 Teaching P.E. in the Elem. School for the Physical Educator	3
ESS 745 Teaching P.E. in the Middle and Secondary School	3
ESS 746 Teaching P.E. for Individuals w/ Special Needs (K-12)	3

Professional Education Courses 15 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Audio/visual	1
EDU 450 Reading in the Content Areas	1
EDU 490 Observation and Directed Teaching	6

**Program Requirements for K-12
Licensure in Theatre**

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of	

Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K-12) 51-53 hours

ART 244 Fundamental Concepts of Art	1
DAN 159 Movement Improvisation	2
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 114 Introduction to Theatre	3
COM 150 Voice & Articulation	3
THE 214 Creative Dramatics	3
THE 224 Basic Acting	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
COM/THE 141 Publicity Practicum	1
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
COM 330 Video Production	3
THE 316 317, History of Theatre	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1-3

Professional Education Courses 23 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	1
EDU 241 Introduction to Audio-Visual Materials	1
EDU 236 Literature in Elementary School	2
THE 735 Methods of Teaching Theatre K-12	3
EDU 440 Seminar In Education	1
EDU 490 Observation and Directed Teaching	6

**Program Requirements for K-12 Licensure
in French or Spanish**

The general education requirements of the College which must include these specific courses in

the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	. . . . .3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	. . . . .3

Professional Education Courses 25 hours

EDU 232 Foundations of American Education	. . . . .3
EDU 234 Educational Psychology	. . . . .3
FL 764 The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools	. . . . .4
EDU 440 Seminar in Education	. . . . .1
EDU 241 Introduction to Audio/Visual Materials	. . . . .1
EDU 466 Preadolescent, Adolescent Behavior	. . . . .3
EDU 467 The Secondary School	. . . . .3
EDU 450 Reading in Content Areas	. . . . .1
EDU 490 Observation and Directed Teaching	. . . . .6

French or Spanish licensure requirements as
listed below. 32 hours

French Licensure Requirements

FRE 205 Intermediate French I	. . . . .3
FRE 206 Intermediate French II	. . . . .3
FRE 304 French Civilization	. . . . .3
FRE 305 Phonetics and Phonology	. . . . .3
FRE 306 Advanced Grammar, Composition and Linguistics	. . . . .3
FRE 307 Advanced Conversation	. . . . .3
FRE 364 Discoveries in French Literature I	. . . . .3
FRE 365 Discoveries in French Literature II	. . . . .3
FRE 350 Seminar (2 semesters)	. . . . .2

Electives chosen from the following:6

FRE 301 Business French (3)	
FRE 308 Francophone Literature (3)	
FRE 309 French Women Writers (3)	
FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)	

Spanish Licensure Requirements

SPA 205 Intermediate Spanish I	. . . . .3
SPA 206 Intermediate Spanish II	. . . . .3

SPA 303 Civilization of Spain, OR	
SPA 304 Spanish American Civilization	. . . . .3
SPA 305 Phonetics and Phonology	. . . . .3
SPA 306 Advanced Grammar, Composition and Linguistics	. . . . .3
SPA 307 Advanced Conversation	. . . . .3
SPA 350 Seminar (2 semesters)	. . . . .2

Electives chosen from the following:12

SPA 308 Readings in Hispanic Literature (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theater (3)	
SPA 353 The Development of Short Fiction (3)	
SPA 354 The Dev. of Long Narrative in Spanish Literature (3)	

SPA 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

900 level courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

Title II Federal Report 2001-2002**I. PRAXIS Data — Student Interns**

88 Meredith College student teachers attempted the PPST or CBT Exams with a 100% pass rate.

86 Meredith College student interns attempted Specialty Area Exams with a 98% pass rate.

58 Meredith College student interns attempted the Elementary Education (K-6) Exams with a 98% pass rate.

II. Program Information

- ▲ Number of students enrolled in teacher education during the 2001-2002 school year — 211
- ▲ Number of students in supervised student teaching for the same period — 87

- ▲ Supervising Faculty—full time in professional education — 6
- ▲ part time, employed full time by Meredith College — 24
- ▲ part time, not otherwise employed by Meredith College—13
- ▲ Total number of Supervising Faculty — 37
- ▲ Student to Faculty Ratio — 2:35
- ▲ Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- ▲ The Teacher Preparation Program at Meredith College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.
- ▲ The Teacher Preparation Program at Meredith College is not designated as low-performing.

—For Education courses, see pages 208–211.

English

Professor Grathwohl, Head; Professors English, Gilbert, Jackson, Taylor, Walton, and Webb; Associate Professors Colby, Duncan, and Pearce; Assistant Professors Britt, Johnson and Miller; Writer-in-residence Newton; Adjuncts Boone, Griswold, Hogan, Melbourne, and Rosser.

The courses offered by the Department of English are designed to foster in every student

- ▲ the ability to read critically and to think logically and independently;
- ▲ skills in speaking and writing,
- ▲ an understanding of and appreciation for the English language;
- ▲ an understanding of the power and responsible uses of rhetoric;
- ▲ an appreciation for and enjoyment of various genres of literature and film;
- ▲ an awareness of the cultures from which this literature has come; and

- ▲ an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum planned for English majors is designed to develop in our majors

- ▲ an historical sense of the development of literature in the English language from its beginnings to the present; and
- ▲ a knowledge of the themes and approaches of major writers in English.

Career Directions

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields and is recommended as preprofessional training for law and business.

Resources

Alumnae gifts honoring professors Norma Rose and Mary Lynch Johnson have funded endowed professorships in their names. These professorships allow English faculty to invite eminent poets, writers, and scholars to campus for lectures and discussions with students, and they enrich teaching and scholarship in English by supporting research, travel, and the purchase of books and films.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 67. Students may elect courses through the Cooperating Raleigh Colleges.

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

Major in English 34-36 hours

ENG 111 Principles of Writing	3
ENG 201 Major British Writers	3
ENG 206 Survey of American Literature	3
ENG 270 Literacy Research/Critical Theory	3
ENG 498 Honors Research Project or	
ENG 499 Research Project	1-3
One chosen from the following	3
ENG 202 Dev. Of English Literature (3)	
ENG 330 African-American Writers (3)	
One chosen from the following	3
ENG 351 Old English (3)	
ENG 352 Chaucer (3)	
One chosen from the following	3
ENG 355 Shakespeare (3)	
ENG 356 Shakespeare (3)	
One chosen from the following	3
ENG 340 Dev. of the British Novel (3)	
ENG 365 English Poetry Romantic Period (3)	
ENG 367 English Lit. Victorian Period (3)	
ENG 368 English Lit. of 18th Century (3)	
One chosen from the following	3
ENG 335 20th C. World Lit in Translation (3)	
ENG 345 Irish Renaissance (3)	
ENG 350 Modern Drama (3)	
ENG 364 20th C. Poetry in English (3)	
ENG 370, 20th C. Prose Through 1945 (3)	
ENG 371 20th C. Prose After 1945 (3)	
One Seminar chosen from the following	3
ENG 357 Seminar in 17th C. Poetry (3)	
ENG 359 Seminar In Amer. Women Writers (3)	
ENG 360 Seminar in Southern Writers (3)	
ENG 495 Seminar in European Literature (3)	
Elective 300 Level or above chosen from courses including ENG 358	3

When choosing courses, an English major must include one poetry course and one American course beyond ENG 206; No credit in English is given for ENG 764.

Minors in English and Professional Writing

English 18 hours

English electives beyond ENG 111 and 112 9

English electives at the 300 or 400 level 9

Professional Writing and Presentation Media

18 hours

ART 140 Intro to Graphic Communication 3

COM 225 Public Speaking 3

ENG 358 Advanced Composition 3

A writing course chosen from the following 3

 BUS 344 Business Communications (3)

 ENG 235 Writing of Poetry (3)

 ENG 236 Writing of Fiction (3)

 ENG 245 Introduction to Journalism (3)

 ENG 247 Copy-Editing (3)

 or special topics in publication.

Electives chosen from the following 6

 ART 105 Two Dimensional Design (3)

 ART 130 Photography (3)

 ART 230 Photography II (3)

 ART 245 Typography & Layout (3)

 BUS 260 Principles of Marketing (3)

 BUS 466 Sales Management (3)

 BUS 467 Advertising & Sales Promotion (3)

 BUS 468 Marketing Mgmt. & Planning (3)

 COM 330 Video Production (3)

 COM 400 Special Topics in Comm (3)

 COM 350 Business & Prof. Comm (3)

 COM 360 Writing for the Media (3)

 CIS 120 Spreadsheets (1)

 CIS 140 Databases (1)

 CIS 154 Creating Pages for the WWW (1)

Professional Writing and Presentational Media minors

must demonstrate competence in two CIS topics.

Internships (ENG 930) are open to juniors and seniors for one to four hours of elective credit.

Teacher licensure is available in B-K, K-6, 6-9 communication skills concentration and 9-12 English. See licensure requirements in the School of Education listing.

— *For English courses, see pages 211–215.*

Foreign Languages and Literatures

Professor Thomas, Head; Professors Pitts, Reiss, and Short; Assistant Professors Concha-Chiaraviglio, Machelidon, and Maldonado-DeOliveira; Instructor Holland; Adjuncts Bell, Coefman de Cabeza, Cox, Coxe, Ferlazzo, Gaffer, Isleem and Kube.

The Department of Foreign Languages and Literatures offers a major in French and Spanish, three years of German, two years of Italian and Latin (with some advanced work) and introductory Arabic and Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program by

- ▲ ensuring that students at every level acquire competence in the skills of listening, speaking, reading, and writing;
- ▲ ensuring that students gain extensive and competent undergraduate knowledge of a foreign language literature as a requirement for their major;
- ▲ ensuring that students understand the targeted foreign culture and civilization, gaining a greater appreciation of those cultures and of their own culture in order to make them tolerant world citizens;
- ▲ helping students become productive, contributing world citizens;
- ▲ assisting and advising students and graduates to seek or continue employment which involves the use of a foreign language;
- ▲ preparing licensure candidates for effective, competent classroom teaching; and
- ▲ incorporating instructional technology into classes to help students explore the target language through the use of all available technical resources.

Advanced Placement and Competency

Foreign Language competency at the intermediate-

mid level is a graduation requirement at Meredith. To satisfy this requirement, you are encouraged to build on your knowledge of the foreign language you studied in high school by taking the appropriate foreign language courses early in your college career. The department will place you at the appropriate level of a foreign language on the basis of high school units.

However, if you have had three or more years of Spanish, French, German, Italian or Latin, or if you have learned the language fairly well through other life experience, your skill level should be assessed during early registration or orientation through a placement test. Depending on the results of the placement test, the department will either place you in the level most appropriate for you or determine that you qualify to take the competency test.

If the competency test is recommended and you complete it successfully, you will not be required to take additional foreign language courses. At the same time, the department encourages you to pursue your study of a foreign language beyond the requirement. When you complete two 3-hour language courses at the 300 level with a grade of C or better, the Registrar will award you six hours of credit for courses “skipped” on the intermediate level (205-206). You will then have earned a total of 12 credit hours in the language you studied.

The foreign language requirement can never be waived except for students whose native language is not English.

Foreign language students who wish further study in languages other than French and Spanish should consult with the department head and arrange for it through special studies options, such as those listed on page 67.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

Majors in Foreign Languages

French 35 hours

FRE 205 Intermediate French I or placement	. . . . .0—3
FRE 206 Intermediate French II or placement	. . . . .0—3
FRE 304 French Civilization	. . . . .3
FRE 305 French Phonetics and Phonology	. . . . .3
FRE 306 Adv. Grammar, Comp., Linguistics	. . . . .3
FRE 307 Advanced Conversation	. . . . .3
FRE 350 French Seminar	. . . . .2
FRE 364 Discoveries in French Literature I	. . . . .3
FRE 365 Discoveries in French Literature II	. . . . .3
HIS 102 Modern Western Civilization	. . . . .3
Electives chosen from French courses above the 100 level	. . . . .6—12

Spanish 35 hours

SPA 205 Intermediate Spanish I or placement	. . . . .0—3
SPA 206 Intermediate Spanish II or placement	. . . . .0—3
SPA 303 Civilization of Spain or	
SPA 304 Spanish American Civilization	. . . . .3
SPA 305 Spanish Phonetics & Phonology	. . . . .3
SPA 306 Adv. Grammar, Comp., Linguistics	. . . . .3
SPA 307 Advanced Conversation	. . . . .3
SPA 350 Spanish Seminar	. . . . .2
Four courses chosen from the following	. . . . .12
SPA 308 Readings in Hispanic Literature (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theatre (3)	
SPA 353 Development of Short Fiction (3)	
SPA 354 Development of Narrative (3)	
HIS 102 Modern Western Civilization Or	
HIS 200 Intro to Latin-American History	. . . . .3
Elective chosen from Spanish courses above the 100 level	. . . . .0—6

Substitution for Spanish literature courses can be made with the approval of the department head.

Minors in Foreign Languages

French 18 hours

FRE 205 Intermediate French I	. . . . .3
FRE 206 Intermediate French II	. . . . .3
FRE 304 French Civilization	. . . . .3
FRE 305 French Phonetics & Phonology	. . . . .3
FRE 306 Adv. Grammar, Comp., Linguistics	. . . . .3
Elective chosen from French 300 level courses	. . . . .3

German 18 hours

GER 205 Intermediate German I	. . . . .3
GER 206 Intermediate German II	. . . . .3
GER 306 Advanced German Grammar	. . . . .3
GER 307 Advanced Conversation	. . . . .3
GER 366 Advanced German Reading	. . . . .3
Elective chosen from German 300 level courses	. . . . .3

Italian 18 hours

ITA 205 Intermediate Italian I	. . . . .3
ITA 206 Intermediate Italian II	. . . . .3

Electives chosen from the following9

ART 221 Western Art: Ancient-Early Renaissance (3)	
ART 222 Western Art: Renaissance-Modern (3)	
ART 323 Topics in Art History (3)	
HIS 307 Greek and Roman History (3)	
LAT 205 Intermediate Latin I (3)	
LAT 206 Intermediate Latin II (3)	
Study in Italy	

Electives approved by adviser3

Some courses must be taken either at North Carolina State University or through study abroad.

Spanish 18 hours

SPA 205 Intermediate Spanish I	. . . . .3
SPA 206 Intermediate Spanish II	. . . . .3
SPA 303 Civilization of Spain OR	
SPA 304 Spanish American Civilization	. . . . .3
SPA 305 Spanish Phonetics & Phonology	. . . . .3
SPA 306 Adv. Grammar, Comp., Linguistics	. . . . .3
SPA 307 Advanced Conversation or a	

300 level Spanish elective 3
Teacher licensure is available in B-K, K-6, and K-12 in French and Spanish. See licensure requirements in the School of Education listing.

— *For Foreign Language courses, see page 218.*

— *For French courses, see pages 220–222.*

— *For German courses, see pages 223–224.*

— *For Italian courses, see page 231.*

— *For Latin courses, see pages 231–232.*

— *For Spanish courses, see pages 264–266.*

Health, Exercise and Sports Science

Professor Campbell, Head; Professor Chamblee; Associate Professor Brown; Assistant Professors Eschbach, Hatchell, Myers and Winfrey-Kovell; Instructor Malley; Adjuncts Beadle, Bradford, Drury-Rohner, Huffman, Katschkowsky, Kovell, Mayberry, Olevsky, Peel, Raley, Smith and Wilson.

Mission

The programs of the Department of Health, Exercise and Sports Science foster the broad vision and goals of Meredith College by contributing to the lifelong development of women so they may live energetic and full lives. The curricular and co-curricular offerings of the department are designed to stimulate holistic learning that promotes the integration of physical and intellectual skills and abilities. We contribute to the institution's goal of educating women to excel by providing an environment that encourages women to develop disciplinary and interdisciplinary knowledge, critical cognitive abilities, movement awareness, physical skill development, and wellness behaviors. Recognizing the connection between health and well-being and our ability to meet life's challenges, we strive to offer programs that prepare women to

lead physically active, health-enhancing lives. The department is committed to providing quality educational programs and experiences that prepare our students to pursue professional careers, post-graduate study, leadership roles, and life-long learning. In addition, we contribute significantly to campus life by providing opportunities for students to participate in intercollegiate athletics, sport performances, and fitness and leisure activities, all of which serve to strengthen students' sense of personal interaction and responsibility to others. In all of this, our faculty guide and support the development of students in becoming knowledgeable, responsible, and caring women sensitive to the important challenges that face our college, local, national, and global communities.

Health and Physical Education General Education Goals

The Health and Physical Education general education program is committed to providing students with broad and varied learning opportunities that encourage students to lead physically active, health-enhancing lives.

Health and Physical Education Learning Outcomes

Following completion of this program, the student will

- ▲ demonstrate movement competency and proficiency;
 - ▲ demonstrate sufficient skill and technique to pursue lifetime participation in fitness and sport activities
 - ▲ demonstrate knowledge of safe and effective movement techniques
- ▲ exhibit interest and desire to maintain a healthy lifestyle;
- ▲ value physical activity as an opportunity for enjoyment, challenge, self-expression, and social interaction;
- ▲ apply understanding of concepts and principles to enhance acquisition and performance in movement settings;

- ▲ demonstrate participation behaviors that promote personal and group success in activity settings.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade. Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count toward graduation.

Exercise and Sports Science Major Program Goals

The programs of study leading to majors in Exercise and Sports Science are designed to

- ▲ promote a learning environment which is concurrently supportive and challenging;
- ▲ promote opportunities for students to gain disciplinary and interdisciplinary knowledge;
- ▲ provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences;
- ▲ provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating;
- ▲ provide experiences that prepare our students to pursue professional careers; and
- ▲ promote lifelong learning.

Exercise and Sports Science Major Learning Outcomes

Following completion of the program of study in Exercise and Sports Science, students will

- ▲ demonstrate an understanding of content knowledge, current disciplinary concepts, and tools of inquiry related to

the development of a physically educated person;

- ▲ demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and how this knowledge relates to diverse individuals and other disciplines;
- ▲ demonstrate proficiency in varied exercise, motor, and sports skills;
- ▲ utilize opportunities (as pre-professional persons) to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications;
- ▲ utilize opportunities (as pre-service teachers) to observe, plan, teach, assess and develop curriculum experiences at elementary, middle, and secondary levels;
- ▲ demonstrate continued realization of physical activity and sport as life-enriching and health enhancing;
- ▲ demonstrate continued learning, professional development, and reflective practice in the realm of exercise and sports science; and
- ▲ demonstrate an understanding of the use of technology in the field of physical education and exercise and sports science.

Exercise and Sports Science Major Offerings

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 34 credit hour core curriculum. Majors may select the exercise and sports science general track or from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure). The department also offers a minor in exercise and sports science.

Career Directions

The **Exercise and Sports Science** major (general track) is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organiza-

tional and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science. Graduates may seek entry-level positions as sports and exercise specialists in wellness centers, corporate/worksite fitness facilities, resorts or clubs, youth recreation programs, and community based sports centers. With additional education students may seek careers in exercise physiology, physical therapy, cardiac rehabilitation, sports medicine, sports psychology, recreation or occupational therapy, as well as many other areas of specialization.

The **Fitness and Sports Management Concentration** provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. Graduates may obtain employment in management positions with professional sports teams, retail sports stores, corporate wellness centers, and community sports centers, or pursue graduate studies.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 34 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

Facilities and Resources

Exercise and Sports Science majors have opportunities to study in various laboratory settings in addition to the classroom. While using varied cardiovascular and strength training equipment, ESS majors have opportunities to gain strength and conditioning concepts and skills in Meredith's fitness center. The Human Performance lab provides the

Meredith community, in addition to area fitness enthusiasts and athletes the ability to receive up-to-date evaluation of their cardiovascular risks, fitness and training status, as well as guidance on how to implement or expand physical fitness into their lives. Student majors will have the opportunity to apply valuable knowledge and skills while performing varied physiological assessments in the lab, as well as have opportunities to work with faculty to conduct research projects. Throughout the Exercise and Sports Science program, students have opportunities to apply their knowledge and skills in "real-life" settings, including public schools, youth and senior centers, and community organizations.

General Education — Health and Physical Education Program

Through health and physical education the student gains greater knowledge and appreciation of her physical self by integrating skill development with cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on health, fitness, and life-time sports. Dance technique courses are also offered in the General Education Physical Activity Program. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, and the Aqua Angels.

Policies related to the General Education Health and Physical Learning Component

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses that may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except

for students majoring / minoring in dance or exercise and sports science.

Pre-approved permission granted by the department head and a recommendation from her previous instructor are required in order for students to repeat a physical education course for credit. No more than two credit hours in any one intercollegiate sport (PED 471, 472, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.

The courses related to sports team participation (PED 313, 471, 472, 475, 476, 477) are eligible for Pass/Fall grading only.

All physical education and dance activity courses taken to fulfill the general education requirement will have Pass/fail grading. **A student may audit an activity course only with special permission from the department head.**

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) that fulfill the requirements for the Exercise and Sports Science major for a grade. **Dance majors/minors** are required to take all dance activity courses that fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count towards graduation.

Bachelor of Science Degree with major in Exercise and Sports Science

Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 34 credit hour core curriculum in exercise and sports science, and additional courses specified according to the selected program of study. Students may pursue the Exercise and Sports Science general track or further specialize by selecting a concentration from these areas: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The **Exercise and Sports Science General Track** major is designed for students who wish to pursue careers in exercise and sport or who wish to seek further specialization through graduate study. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect upon, and apply disciplinary concepts and principles in the field of exercise and sports science. In addition to the 34 credit hour core curriculum in exercise and sports science, the student will complete an additional 23–24 in skill acquisition and exercise and sports science-related courses.

The **Fitness and Sports Management Concentration** provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 34-hour core curriculum in exercise and sport science, the student will complete an additional 13 hours in exercise and sports science-related courses and 18 business related courses.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 34 hours, the student will complete 39 credit hours, including skill acquisition

sition, physical education methods, and professional education classes.

Majors in Exercise and Sports Science

The Core Curriculum 34 hours

HED 100 Contemporary Health Issues	2
HED 200 First Aid	2
BIO 322/342 Human Anatomy and Physiology & Lab	4
<i>pre-requisites: BIO 101/141, General Biology I and lab</i>	
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 320, Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Exercise and Sports Science (General Track)

57-58 hours

The Exercise and Sports Science Core Curriculum	34
HED 282 Prevention and Care of Movement Injuries	2
ESS 210 Selected Sports Activities	1
ESS 486 Exercise Prescription	2
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 451 Practicum in Exercise and Sport Science	3
Physical Education/Dance Activity Electives* beyond general education requirements <u>(must be taken for a grade, approved by program coordinator or department head)</u>	6
Other Electives chosen from the following	6
ESS 400 Topics in Exercise and Sports Science (3)	
ESS 746 Teaching Physical Education for Individuals with Special needs (K–12) (3)	
FN 227 Nutrition (3)	
CHE 111/141 General Chemistry I and Lab (4)	

PSY 210 Developmental Psychology (3)
(prerequisite: PSY 100 Introduction to Psychology)

Exercise and Sports Science with a Concentration in Fitness and Sports Managements 65 hours

The Exercise and Sports Science Core Curriculum	34
HED 282 Prevention and Care of Movement Injuries	2
ESS 486 Exercise Prescription	2
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 450 Practicum in Fitness/Sports Management	3
PED/DAN activity electives* beyond general education requirements, (must be taken for a grade, approved by the department head or program coordinator)	3
ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 344 Business Communications	3
Business electives chosen from the following:	6
ECO 101 Microeconomic Principles (3)	
BUS 340 Business Law I (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 361 Consumer Behavior (3)	
BUS 467 Advertising and Sales Promotion (3)	

Exercise and Sports Science with a Concentration in Physical Education 73 hours

The Exercise and Sports Science Core Curriculum	34
ESS 210 Selected Sports Activities	1
ESS 215 Outdoor Leisure Activities	1
Physical Education/Dance activity electives beyond general education requirements, (must be taken for a grade, approved by the department head or program coordinator) chosen from the following groups	7
PED 110, 125, 210, 310 Swim or swimming proficiency	1
PED 120, 121, 122, 126 Physical fitness activities	1
PED 141, 241 Badminton	1
PED 146, 246, 346, 476 Tennis	1
PED 152 Folk and Square Dance	1
PED 161, 162, 163, 164, select two different	2

ESS 743 Teaching Physical Education in the Elem. School for the Physical Educator	3
ESS 745 Teaching Physical Education in the Middle and Secondary School	3
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12)	3
PSY 210 or 310, Developmental /Psych of Children and Adolescents	3
SOC 335 Race and Ethnic Relations	3
EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Audiovisual	
EDU 450 Reading in the Content Area	1
EDU 490 Observation and Directed Teaching	6

Minor in Exercise and Sports Science 20 hours

Select from the following:14

BIO 322 Human Anatomy and Physiology (3*)	
BIO 342 Human Anatomy and Physiology Lab (1*)	
ESS 200 Foundation of Physical Education, Sport & Fitness (3)	
ESS 220 Principles of Strength Training and Conditioning (2)	
ESS 255 Lifespan Motor Development (3)	
ESS 300 Issues and Mgmt of Sport and Physical Education (3)	
ESS 320 Assessment in Physical Education, Sport and Fitness (3)	
ESS 475 Motor Learning and Skill Performance (3)	
ESS 400 Topics in Exercise and Sports Science (3)	
ESS 482 Kinesiology (3*)	
ESS 485 Exercise Physiology (3*)	
ESS 487 Exercise Physiology lab (1)	
ESS 486 Exercise Prescription (2*)	
ESS 499 Introduction to Research in Exercise and Sports Science (3*)	
FN 227 Nutrition (3)	

* Courses have prerequisites.

The following may only be selected by those students pursuing teacher licensure:

(Students pursuing teacher licensure may select from any of the above and those listed below):

ESS 743 Teaching Physical Education in the

Elementary School for the Physical Educator (3)

ESS 745 Teaching Physical Education in the Middle and Secondary School (3)

ESS 746 Teaching Physical Education for Individuals w/Special Needs(K-12) (3)

Health courses selected from the following:2

HED 100 Contemporary Health Issues (2)

HED 200 First Aid (2)

HED 282 Prevention and Care of Injuries (2)

Additional Physical Education/Dance Activity Classes beyond general education requirements. Must include one course selection from at least four of the following five categories: Team Sports, Individual Sports, Dual Sports, Fitness and Dance (Selections require approval by department head or program coordinators)4

—*For Exercise and Sports Science courses, see pages 215–217.*

—*For Health courses, see pages 224–225.*

—*For Physical Education courses, see pages 248–251.*

History and Politics

Professor Novak, Head; Professors: Gates, Frazier, Kenan Professor: Price; Associate Professors: Happer, True-Weber; Assistant Professors: Johnson, Piazza and Vitarbo; Adjuncts: Melomo, Smith, and Vickery.

The department offers majors in History, Public History, American Civilization, International Studies, and Political Studies.

Objectives

Through the courses and programs offered by the department, every student will develop a serious acceptance of the obligations of democratic citizenship; an informed awareness of the modern world in its many historical and political dimensions; and the ability to be objective and discerning about other

peoples and cultures. In addition, all history and politics majors will develop the knowledge base appropriate to the fields they have chosen; relevant skills in research, analysis, and communication; and the ability to choose and pursue meaningful careers. Toward this end, the department will provide each major effective individual advising on personal, academic and career concerns.

Career Directions

History and Political Studies majors may go into teaching, graduate study, paralegal professions, law, state and federal service, business, public and social service careers, historic sites, museums and archives, the foreign service, international relations, journalism and editing, and many other occupations supported by a wide knowledge of history and politics. The department also has special career tracks in vocational and professional areas.

Resources

Our location in the state capital gives us unique opportunities for students in History and Political Studies. Archives, museums and historic sites abound, allowing us to offer the most complete undergraduate major in Public History of any college in the Southeast. Our proximity to state and city government affords our politics students wonderful on-site experience and personal connections: one alumna became Assistant to the NC Speaker of the House and another works for Senator John Edwards. Our student teachers gain their experience in the best schools in Wake County. Our majors need only take the Wolfline one mile down the road to N.C. State University, which offers an exceptional array of specialized upper-level courses that no small college department could hope to present.

Pre-Law

Advising for students interested in the study and practice of law takes place within our department. Dr. Clyde Frazier, who is pre-law advisor for the entire college, has refined a regimen of courses within the Political Studies major that has proven very effective in preparing students for the LSAT and for admission to law school. Recent graduates have been accepted at Wake Forest, UNC-Chapel Hill, Duke University, Campbell University, Regents University, Temple University, and at a variety of other reputable programs.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area. Recent internships have been at sites such as the N.C. Museum of History, Exploris International Children’s Museum, N.C. Supreme Court, N.C. Assembly, Historic Oakview, Duke Homestead and a variety of others.

Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

Majors in History and Politics

American Civilization 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis .3	
Electives in American history	15

Approved electives from other disciplines
related to the American experience15

Students planning to teach should also elect six
hours from European or Asian fields.

History 31 hours

HIS 101 Emergence of Western Civilization or	
HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or	
HIS 215 American History since 1876	3
HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
One non-western course chosen from the following	3
HIS 103 The World in the 20th Century (3)	
HIS200 Intro to Latin American History (3)	
HIS 224 Intro to Asian History (3)	
HIS 281 Intro to African History (3)	
HIS 282 History of Modern Middle East (3)	
HIS 325 Asian Civilization (3)	
appropriate special studies courses	
Electives in approved history courses	15

International Studies 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
Electives in modern international history	15
Approved electives chosen from business, economics, geography, foreign language, fine arts, and other disciplines that relate to the 20th century world	15
Students must achieve a competency equivalent to that gained in at least six hours at the 200 level in one target language.	

The major should also, if possible, include study
abroad.

Political Studies 36 hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
POL 498 Honors Thesis or POL 499 Senior Research	3
Electives in approved politics courses	9-12

Electives in approved related courses15-18

All politics majors are encouraged to take an intern-
ship. Each student designs her specific program in
consultation with her adviser, who must approve it.
Standard programs are available for students with
interests in pre-law, public management, practical
politics, and international politics.

Public History 37 hours

HIS 214 American History to 1876	3
HIS 215 American History since 1876	3
HIS 250 Introduction to Archaeology	3
HIS 300 Introduction to Public History	3
HIS 334 Methods of Historical Research	3
HIS 333 History of the South or	
HIS 520 History of North Carolina	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
Elective in history	3
POL 100 American Political Systems or	
POL 305 Intro to Public Administration or	
POL 340 State and Local Political Systems	3
ART 221 Western Art: Ancient-Early Renaissance or	
ART 222 Western Art: High Renaissance-Modern	3
Internship in a public history institution	1-3
Approved electives	2-5

Each student will consult with the major professor
to choose additional courses from a variety of relat-
ed fields that will prepare her for a career in
archives, museums, historic sites and preservation,
or documentary editing.

Minors in History and Politics

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship(Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	

POL 300 Law and Society (3)
 POL 301 Const & Rights of Americans (3)
 POL 305 Intro to Public Administration (3)
 HIS 215 American History Since 1876 (3)

American Civilization 18 hours

HIS 334 Methods of Historical Research3
 Electives approved by the department head15

History 18 hours

HIS 334 Methods of Historical Research3
 Electives approved by the department head15

International Studies 18 hours

HIS 334 Methods of Historical Research3
 Electives approved by the department head15

Political Studies 18 hours

POL 100 American Political Systems3
 POL 205 Political Ideas Seminar3
 Approved electives in politics courses12

Public History 18 hours

HIS 334 Methods of Historical Research3
 Electives approved by the department head15

Teacher licensure is available in B-K, K-6, 6-9 social studies concentration and 9-12 social studies. See licensure requirements in the School of Education listing.

—*For History courses, see pages 225–228.*

—*For Politics courses, see pages 253–256.*

Human Environmental Sciences

Professor Tippet, Head; Professors Burpitt, Ellis, Goode; Associate Professors Clark, Landis and Winterhoff; Assistant Professors Cook, Crowley, Fisher, Pierce, Roubanis, Scrimsher; Adjuncts Andron, Ballard, Barish, Hendrick, Januzzi, Poorman, Sibert and Taylor.

The department uses an interdisciplinary approach to study the relationship among individuals, fami-

lies and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of life, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Clothing and Fashion Merchandising, Family and Consumer Sciences, Foods and Nutrition, and Interior Design.

The **goals** are that students will

- ▲ apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society;
- ▲ synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major; and
- ▲ demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools, they may complete B-K or K-6 licensure combined with a child development degree, and they may also complete a second major or minor in another department.

The **Didactic Program in Dietetics** at Meredith College is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL,

60606-6995, 312-899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field.

The **Meredith College Dietetic Internship** is a CADE accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians.

The department also offers a **Master of Science degree in Nutrition**. Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences or the John E. Weems Graduate School. The program is designed for students with a baccalaureate degree in foods, nutrition, allied health or related fields who are seeking advanced study in applied human nutrition. The program requires 35–36 credit hours, with a thesis or non-thesis option.

The **Interior Design** program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

The **mission** of the **Child Development program** at Meredith College is to offer an interdisciplinary program of study that prepares students both for careers in early childhood settings and agencies serving young children and their families, as well as the pursuit of graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes complex interrelationships among the child, the family, the culture, and society. This program strives to develop in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Goals

Upon completion of the program the students will

- ▲ Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division of Early Childhood in the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
- ▲ Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate techniques;
- ▲ Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;
- ▲ Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;
- ▲ Advocate for children and their families based on best practices and policy; and
- ▲ Participate in professional organizations serving children and families.

The **Child Development** major focuses on the physical, social, emotional, and intellectual development of children, birth through age eight. Students may choose to become eligible to teach in public school programs by completing B-K or K-6 licensure requirements through Meredith's teacher preparation program.

The **mission** of the **Clothing and Fashion Merchandising** program mirrors that of the college in that this program educates women to excel in the fashion industry. The program is interdisciplinary, incorporating aspects of art, psychology, sociology, business, history, philosophy, and science. It is grounded in the liberal arts which values freedom and openness in the pursuit of truth and knowledge. The goal of the Clothing and Fashion Merchandising program is to provide both a structured and experiential learning process to help students discover the concepts and challenges of today's fashion business and equip them with the necessary skills to become successful in this field.

Goals

Upon completion of the program, students will be able to

- ▲ Identify different aspects of the fashion industry;
- ▲ Synthesize knowledge gained from other disciplines and apply that to the field of fashion merchandising and/or design;
- ▲ Demonstrate necessary skills in retail buying and management for the merchandising concentration or skills in apparel design and pattern making for the design concentration;
- ▲ Solve problems creatively by using experiential learning both in the classroom and within the industry, as well as through travel and internships;
- ▲ Utilize current technology available within the fashion industry; and
- ▲ Demonstrate effective communication, research, and criti-

cal thinking skills.

The **Clothing and Fashion Merchandising** major provides instruction in all areas of the fashion industry, from design to retailing. The **Merchandising Concentration** prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services.

The **Design Concentration** equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers.

The **mission** of the **Family and Consumer Sciences** program is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Goals

Upon completion of the program, students will

- ▲ Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
- ▲ Promote the personal, social, and economic health of people;
- ▲ Utilize theories and research to balance personal, home, family, and work lives;
- ▲ Address problems in diverse family, community, and work environments;

- ▲ Apply appropriate technology to maximize human potential;
- ▲ Develop high standards of professional practice; and
- ▲ Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The **Family and Consumer Sciences** major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies.

The **Foods and Nutrition** undergraduate program prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to credentialing in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Goals

Upon completion of the program, students will be able to

- ▲ Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;
- ▲ Communicate effectively using appropriate techniques and technology;
- ▲ Advocate for optimal nutrition and well-being;
- ▲ Demonstrate critical thinking skills;
- ▲ Evaluate and interpret professional and lay literature in the field;
- ▲ Participate in the process of research; and
- ▲ Demonstrate leadership with integrity and social responsibility.

The Foods and Nutrition major is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings, including hospitals and other healthcare settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Student Dietetic Association.

The **mission** of the **Interior Design program** is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and experience that can lead to academic, professional, and personal success.

Goals

Upon completion of the program, students will be able to

- ▲ Analyze clients’ needs, goals, and life safety requirements by following a systematic design process;
- ▲ Formulate design concepts and present design recommendations with appropriate media;
- ▲ Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
- ▲ Prepare business documents and review and evaluate design solutions;
- ▲ Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major; and
- ▲ Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership and professional ethics.

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods, with emphasis on professional practice. Majors are encouraged to participate in design internships and the Student Chapter of the American Society of Interior Designers. During the senior year students have the opportunity to work very closely with an assigned mentor in professional development, portfolio development and job search skills. Meredith’s interior design program also offers opportunities for study abroad in Denmark between the junior or senior year. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. The program is accredited by FIDER, the Foundation for Interior Design Education and Research.

Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities.

Majors in Human Environmental Sciences

Child Development 47-48 hours

BK 337 Observation of Young Children	3
CD 234 The Preschool Child	3
CD334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 340 Young Children’s Learning Env	3
CD 345 Preschool Curriculum	4
CD 438 Support & Strength Families	3
CD 450 Adv. Practicum & Seminar (Waived for B–K and K–6 students)	4
FCS 490 Professional Symposium	1
HED 200 First Aid	2
PSY 210 Life Span Developmental Psych or	
PSY 310 Psych of Children and Adolescents	3
PSY 312 Psych of Exceptional Individual	3
SWK 235 Child Welfare	3

Electives chosen from the following . . . 9-10

BK 341 Variations in Early Development (3)	
BK 445 Advanced Curriculum Development (3)	
CD 434 Infant Curriculum (3-4)	
CD 436 Admin. of Prog. Young children (3)	
CD 440 Rdgs Presch Educ & Early Inter (3)	
FCS 355 Family Resource Management (3)	
FN 227 Nutrition (3)	
EDU 232 Foundations of Education (3) OR	
EDU 234 Educational Psychology (3)	

Clothing and Fashion Merchandising

Students must take the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum 33 hours

CFM 115 Prin. Of Clothing Construction	3
CFM 212 Visual Merchandising	3
CFM 213 Clothing and Society	3
CFM 214 Apparel Merchandising	3

CFM 315 History of Costume	3
CFM 414 Apparel Design Development	2
CFM 416 Retail Buying	3
CFM 418 Textiles	3
BUS 260 Principles of Marketing	3
BUS 467 Advertising & Sales Promotion	3
ECO 101 Microeconomic Principles	3
FCS 490 Professional Symposium	1

Merchandising Concentration 45 hours

A minor in business management or marketing is strongly recommended.

The Core Curriculum	30
CFM 314 Retail Merchandising	4
CFM 413 Special Problems in Retailing	2
CFM 416 Retail Buying	3
BUS 240 Principles of Management	3
BUS 361 Consumer Behavior	3

Design Concentration 54 hours

The Core Curriculum	30
CFM 316 Tailoring	3
CFM 415 Draping	3
CFM 417 Apparel Design	3
CFM 421 CAD Apparel Design	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3

Seniors may opt to take CFM 495 Senior Project instead of CFM 314 Retail Merchandising.

Family and Consumer Sciences 36 hours

FCS 490 Professional Symposium	1
FCS 355 Family Resource Management	3
FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
ECO 274 Consumer Economics	3
One course in clothing and fashion merchandising ...	3
One course in interior design	3
Electives chosen from CD, CFM, FN, ID, FCS	17

Foods and Nutrition 78 hours

FN 124 Principles of Foods	3
FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
FN 260 Nutrition in Diverse Populations	3
FN 310 Food Service Management Systems I	3
FN 311 Food Svc Mgmt Sys I Lab for FN or FN312	
Food Svc Mgmt Sys I Lab for FCS	1
FN 320 Food Svc Mgmt Sys II	4
FN 330 Experimental Food Science	3
FN 340 Nutritional Biochemistry and Metabolism	4
FN 440 Med Nutr Assess, Thpy & Couns I	4
FN 450 Med Nutr Assess, Thpy & Couns II	4
FN 480 Colloquium in Nutrition	1
FCS 490 Professional Symposium	1
FCS 764 Methods of Teaching FCS	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry 1 and Lab	4
BIO 101/141 General Biology I and Lab	4
BIO 251 Cell Biology	3
BIO 322/342 Human Anatomy and Physiology and Lab	
or BIO 323/343 Vertebrate Physiology and Lab ...	4
BIO 334/344 Microbiology and Lab	4
ACC 230 Principles of Accounting I	3
MAT 245 Statistics I or PSY 200 Statistical	
Methods in Psychology	3
PSY 100 Introduction to Psychology	3
Electives chosen from the following	3

BIO/CHE 200 + (3-4)

PHY 100+ (3-4)

FN 299 or 499 Research (3)

FN 498 Honors Thesis (3)

PSY 324 Conditioning & Behavior Modification (3)

BUS 260 Principles of Marketing (3)

ESS 482 Kinesiology (3)

ESS 485 Exercise Physiology (3)

PSY100 Introduction to Psychology (3)

REL 344 Biomedical Ethics (3)

Interior Design 67 hours

ID 142 Hist of Arch. Interior & Furn	3
ID144 Interior Design I	3
ID 243 ID Drafting & Presentation	3

ID 244 Interior Design II	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applic. For ID	3
ID 343 Construction Technology	3
ID 344 Interior Design III	3
ID 348 Interior Lighting Design	3
ID 443 Professional Practices in ID	3
ID 444 Interior Design IV	3
ID 447 Contract Interior Design	3
CFM 418 Textiles	3
FCS 490 Professional Symposium	1
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 207 Three-Dimensional Design	3
ART 221 Srv. W. Art-Ancient, Early Ren OR	
ART 222 Srv W. Art:High Ren-Modern	3
ART 248 Illustration I OR an art elective	3
Electives chosen from the following	6
BUS 260 Principles of Marketing (3)	
BUS 240 Principles of Management (3)	
ECO 100 Macroeconomic Principles (3)	
ECO 101 Microeconomic Principles (3)	
ECO 274 Consumer Economics (3)	

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 248; ART 206, 207

Juniors: ID 245, 246, 343, 344, 348; ART 221 or 222; ART 248 or Art elective

Seniors: ID 443, 444, 447 and 448; CFM 418; FCS 490

Minors in Human Environmental Sciences

Child Development 19 hours

CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 336 Preschool Curriculum	4
CD 340 Young Children's Learning Env	3
CD 438 Support & Strength Families	3

Fashion Design 20 hours

CFM 115 Prin. Of Clothing Construction	3
CFM 214 Apparel Merchandising	3
CFM 315 History of Costume	3
CFM 414 Apparel Design Development	2
CFM 415 Draping	3
CFM 417 Apparel Design	3
CFM 418 Textiles	3

Family and Consumer Sciences 21 hours

FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 274 Consumer Economics	3
One interior design elective	3
One clothing and fashion merchandising elective	3
One elective from CD, CFM, FN, ID or FCS	3

Interior Design 18 hours

ID 142 Hist of Arch. Interior & Furn	3
ID 144 Interior Design I	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applic. For ID	3
CFM 418 Textiles	3

Merchandising 21 hours

CFM 212 Visual Merchandising	3
CFM 213 Clothing and Society	3
CFM 214 Apparel Merchandising	3
CFM 314 Retail Merchandising	4
CFM 413 Special Problems in Retailing	2
CFM 418 Textiles	3
Approved elective	3

Nutrition 18 hours

FN 124 Principles of Food	3
FN 227 Nutrition	3
FN 325 Nutrition During Life Cycle	3
FN 425 Food Service Systems Admin	3
FN 426 Nutritional Assessment	3
FN 428 Advanced Nutrition	3

Teacher licensure is available in B-K, K-6, and Family and Consumer Sciences. See licensure

requirements in the School of Education listing.

—*For Clothing and Fashion Merchandising courses, see pages 192–194.*

—*For Family and Consumer Sciences courses, see page 217–218.*

—*For Foods and Nutrition courses, see pages 218–220.*

—*For Interior Design courses, see pages 228–230.*

Interdisciplinary Studies

A department or school may intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—*For Interdisciplinary Study courses, see pages 230–231.*

Mathematics and Computer Science

TBA, Head; Professors Clay, Davis, Knight and Reichard; Associate Professor Schuette; Assistant Professors Cole, Hontz, Hendrix, Koster, Director of Computer Studies, and Rosso; Instructors Schlitz, Assistant Director of The Learning Center, and Watkins, Computer Applications Specialist, Adjuncts Bassett, Birch, Bright, Fuller, Gregorio, Jones, Joyner, Kirk, Mooney, O'Hara, Passarella, Schiermeier, Sloan, Tomek, Watkins, Wieand, and Woodward.

Goals and Objectives

The purpose of the department of Mathematics and Computer Science is to assist students in

▲ acquiring specific skills in mathematics, computer science;

and computer information systems;

- ▲ developing the ability to think logically and creatively in problem-solving situations;
- ▲ appreciating the applications of mathematics and computer studies;
- ▲ gaining self-confidence in their abilities in mathematics and computer studies; and
- ▲ choosing and preparing for careers.

For majors and minors the department provides mathematical and computer preparation for

- ▲ careers related to mathematics and computing;
- ▲ careers in business and the professions;
- ▲ careers in secondary, middle grades, and elementary teaching;
- ▲ graduate school; and
- ▲ general living and a lifetime of learning.

Objectives of our computer-related programs and courses are for the student to obtain

- ▲ a general knowledge of computer hardware and software;
- ▲ the ability to learn new programming languages and software packages;
- ▲ an appreciation of the power and limitations of computing; and
- ▲ an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems give the student facility with computer theory, abstraction and design. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new “languages,” and new techniques.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems. Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

Competency tests are available from the department for spreadsheets and presentation graphics.

Mathematics Placement

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-

credit basic skills course before taking a college level mathematics course.

A student not already with credit and advanced placement from high AP scores may request placement in MAT 212 with credit granted for MAT 211 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, and MAT 211 upon completion of MAT 313 with a grade of C or higher.

Computer Information Systems

Courses with a CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

One-credit-hour computer information systems (CIS) courses at the 100-level are known as “computer modules” and are usually offered in a format of two or three class meetings per week for a four and one-half week period.

Majors in Mathematics and Computer Science

Mathematics

Core Curriculum 16 hours

MAT 143 or placement	
Prerequisite: MAT 144 or MAT 141 and	
MAT 211 Calculus I	.4
MAT 212 Calculus II	.4
MAT 220 Linear Algebra	.3
MAT 250 Mathematical Reasoning	.2
MAT 313 Calculus III	.3

Bachelor of Arts in Mathematics 31 hours

Core Curriculum	16
Minimum of one course chosen from the following	.3
MAT 321 Modern Abstract Algebra (3)	
MAT 410 Advanced Calculus (3)	
MAT 415 Topics in Analysis (3)	

MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Electives: Mathematics courses at 200 level or above	9
Prerequisite hours: 3	

Bachelor of Science in Mathematics

53-61 hours

Core Curriculum	16
MAT 410 Advanced Calculus	3
Minimum of two courses chosen from the following	6
MAT 321 Modern Abstract Algebra (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Elective courses in mathematics at the	
200 level or above	9
CSC 201 Computer Science I with Java	4
One of the following sequences:	8
CHE 111-112 General Chemistry I and II (8) or	
PHY 211-212 General Physics I and II (8)	
Related areas chosen from biology; business and	
economics; chemistry and physics; or computer	
science (this includes required CHE or PHY courses	
above)	4-12
Prerequisite hours: 3	

Bachelor of Science in Computer Information

Systems 59-63 hours

CSC 201 Computer Science with Java	4
CSC 203 Foundations of Computer Science	3
CSC 212 Computer Science II:	
Adv. Programming with Java	3
CSC/MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 420 Computer Science Seminar	1
CIS/BUS 120 Spreadsheets or Competency	0-1
CIS 140, Databases	1
CIS/CSC 312 Information Systems Management	3
CIS/CSC 315 Database Theory and Design	3
CIS 370 Ethics and Information Technology	1
CIS/CSC 407 Software Engineering	3
CIS 412 Systems Analysis and Design	3

CIS or CSC courses at 200 level or above	3
MAT 120, MAT 141, MAT 144, or competency	0-3
MAT 245 Statistics	3
ACC 230 Accounting I	3
ACC 231 Accounting II	3
BUS 240 Management	3
BUS 260 Marketing	3
BUS 370 Corporation Finance	3
ECO 101 Microeconomics	3
Cooperative Education or Internship	
chosen from the following	4
COE 302 Cooperative Education (1-4)	
COE 403 Cooperative Education (1-4)	
CIS 930 Internship (1-4)	

Bachelor of Science in Computer

Science 62-65 hours

CIS 140, Databases	1
CSC 201 Computer Science I with Java	4
CSC 203 Foundations of Computer Science	3
CSC 212 Computer Science II:	
Adv. Programming in Java	3
CSC/ MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 311 Computer Organization	3
CSC/CIS 315 Database Theory and Design	3
CSC/MAT 360 Numerical Analysis	3
CSC/CIS 407 Software Engineering	3
CSC 420 Computer Science Seminar	1
CSC 430 Operating Systems	3
Computer Science course at 300 level or above	3
MAT 144 or MAT 141 and MAT 143	
or competency	0-3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
Cooperative Education or Internship chosen from	
the following	4
COE 302 Cooperative Education (1-4)	
COE 403 Cooperative Education (1-4)	
CSC 930 Internship (1-4)	

Minors in Mathematics and Computer Science

Computer Studies 19 hours

CSC 201 Computer Science I with Java	4
CSC 203 Foundations of Computer Science	3
CSC 212 Computer Science II: Adv. Java	3
CSC or CIS Electives	9
6 hours at 300-level or above	
Max of 3 hours at 100-level	
(Not open to CIS or CSC majors)	

Mathematics 19-20 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 313 Calculus III	3
Math electives numbered 200 or above	5-6
(Not open to MAT majors)	

Mathematics and Computer Applications
20–21 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
Electives in CIS, CSC, MAT as follows approved	
by the department head	9
Computer Language	3–4
Computer Elective (200 or above)	3
Applied Math or Computer Elective	3
(Not open to CIS, CSC, or MAT majors)	

Statistics 20 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
MAT 340 Mathematical Prob. & Statistics	3

MAT 345 Statistics II	3
Elective in statistics approved	
by the department head	3

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

Teacher licensure is available in B-K, K-6, 6-9 mathematics concentration and 9-12 mathematics. See licensure requirements in the School of Education listing.

—For Mathematics courses, see pages 232–235.

—For Computer Information Systems courses, see pages 196–198.

—For Computer Science courses, see pages 201–202.

Medieval and Renaissance Studies

Professor Pitts, Coordinator

Meredith’s strong liberal arts tradition makes the College a natural setting for examination of the period that created the university and saw the beginnings of humanistic studies. The interdisciplinary minor in Medieval and Renaissance (MedRen) Studies offers a rigorous, individualized, and cohesive but varied academic program with potentially broad appeal for today’s undergraduate students. The program combines traditional coursework in several academic fields with opportunities for directed research, study abroad, and special on-campus events. Faculty for the minor is a corps of eight teachers from six academic departments.

In addition to the 18 hours of course work, students taking the minor are required to demonstrate ‘intermediate-mid’ competency in a modern foreign language and/or Latin. Because the MedRen Studies minor dovetails neatly with majors and minors in history, religion, English, and art history, it offers a viable, attractive option to the student who other-

wise might not complete a first or second minor.

Minor in Medieval and Renaissance Studies 18 hours

MRE 201 Pilgrims, Poets, and Prophets	3
HIS/REL 385 Europe in the Middle Ages	3
HIS/REL 387 Age of Renaissance & Reformation	3
MRE 498 Honors Thesis or MRE 499 Junior/Senior Research	3
Electives chosen from the following	6
ART 221 Survey of Western Art Ancient-Medieval (3)	
ART 222 Survey of Western Art Renaissance-Modern (3)	
ART 323 Topics in Art History (Medieval or Renaissance) (3)	
ENG 351 Old English (3)	
ENG 352 Chaucer (3)	
ENG 355 Shakespeare (3)	
ENG 356 Shakespeare (3)	
ENG 357 Seminar in 17th C. Poetry (3)	
HIS 304 Greek and Roman History (3)	
MUS 310 Medieval & Renaissance Music (2)	
MRE 299 Freshman/Sophomore Research (3)	
MRE 499 Junior/Senior Research (3)	

Music

Professor D. Lynch, Head; Professors Fogle, F. Page, Vaglio, and Williams; Associate Professors Fredenburgh and Lyman; Assistant Professors Dillard de Jong and Roller; Adjuncts Allred, Atchley, Carter, Cherry, Chung, Dyke, Eagle, Eidson, Evans, Friedli, M. Garriss, P. Garriss, Gilmore, Halverson, Hudson, Jolly, Jong, Lester, Lohr, Mock, Nelson, Pittman, Partridge, Poniros, Riva-Palacio, Snider, Sparks, A. Stephenson, E. Stephenson, and Thomas; Accompanist Dupre.

The **mission** of the department is to instill a love for and an understanding of the performing arts in all its constituencies: majors, general college students,

and the larger community.

The study of music at Meredith has a threefold emphasis: **(1)** the importance of music as a basic component of a liberal arts education, available to all students; **(2)** professional training of the highest caliber for students who plan to pursue careers in music; **(3)** involvement in the artistic life of the community.

The student who chooses to major or concentrate in music will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

The **objectives** of the programs and courses offered by the Department of Music are to encourage the student to

- ▲ develop creativity;
- ▲ develop critical thinking skills;
- ▲ reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body;
- ▲ pursue careers in the performing arts, arts education, business and professional settings, and churches;
- ▲ develop aesthetic understanding through evaluation of important works of music;
- ▲ gain knowledge of basic artistic and philosophical movements in history;
- ▲ gain knowledge and skills necessary to understand contributions of diverse cultures to music;
- ▲ understand the theoretical base;
- ▲ promote involvement in the artistic life of the community,
- ▲ understand and apply technology related to the discipline,
- ▲ understand the fundamental importance of arts education;
- ▲ accumulate the knowledge and experiences necessary to develop reflective thinking; and

▲ perform in public.

The department offers the Bachelor of Arts with a major in music, the Bachelor of Arts in musical theatre (in collaboration with the Department of Dance and Theatre), the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy), the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including North Carolina teaching licensure, grades K-12, and a Certificate in Church Music, which may be earned in conjunction with any of the undergraduate majors in music.

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The **Bachelor of Arts in music** is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The four-year **Bachelor of Music degree** with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts. The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

The **Master of Music in Performance and Pedagogy** emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School.

Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or

applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

Buildings

Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

Equipment

A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Casavant, and a Ryan tracker), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and video recording and playback equipment. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

Library

A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North

Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and Opera Carolina.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

Specific Requirements for Music Majors

Performance

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least

once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

The privilege of making music with others develops musicianship, provides the opportunity to work with others under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain high quality non-collegiate ensemble experiences may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23+ student must complete a minimum of 4 semes-

ters of participation in Meredith ensembles.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the Handbook for Music Students, and from faculty advisers in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisers in advising conferences, the sophomore/transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree pro-

gram must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the Handbook for Music Students.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit.

The following formula applies:

Semester Hours Credit	Weekly/ Lessons Half-Weekly	Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Piano

Associate Professor Lyman, Coordinator; Professor Fogle; Adjuncts Clyburn, Evans, Heym, Jolly, Jong, Lohr, Mitchell, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Bachelor of Music students whose

principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

Other Applied Music

Cello *Adjunct Hudson*

Double Bass . . . *Adjunct Dyke*

Clarinet *Adjunct Gilmore*

Flute *Adjuncts Nelson and Lester*

Guitar *Adjuncts E. Stephenson
and Dunson*

Oboe *Adjunct Shull*

Organ *Professor D. Lynch,
Coordinator; Adjunct Cherry*

Percussion . . . *Assistant Professor Roller*

Saxophone . . . *Adjunct Gilmore*

Violin *Assistant Professor Roller,
Coordinator of Instrumental
Music; Adjuncts Atchley,
Chung, Friedli, M. Garriss,
P. Garriss, and Partridge*

Voice *Professor Williams,
Coordinator; Assistant Professor
Dillard de Jong; Adjuncts
Carter, Poniros, Sparks and
Thomas; Accompanist Dupre*

Majors in Music

Bachelor of Arts in Music 48 hours

Music courses 32

MUS100, 101 Elementary Theory I & II6

MUS 202, 203 Intermediate Theory I & II6

MUS 140, 141, 242, 243 Keyboard4

MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 494 Seminar in Music Literature	2
Applied Music and Electives 16 hours	
Minimum in applied music	8
MUS 491 Graduation Recital	1
Electives in Music	7
Ensembles 8 semesters	

Bachelor of Arts in Musical Theatre

See the Department of Dance and Theatre for requirements, page 117.

Bachelor of Music in Performance 124 hours

General Education Requirements 36-54 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-12
Voice majors must take one year each of two different foreign languages or demonstrate competency	
All other BM majors must take two semesters of the same language or demonstrate competency	
Laboratory science	4
Science in Society elective	3
Behavioral & Social Science	3
Four physical education activity courses or one health education course and two physical education activity courses	4
Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval	
Experiential Learning: one approved EL experience and 12 cultural events	
Competency requirement: fundamental computer skills	

Music Courses for a concentration in Keyboard, Instrument, or Composition

82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220, 321 Pedagogy	4
MUS 300 and 301 or 302 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314 Literature of Applied Music	2
Principal applied study	24
Secondary applied study(ies)	4
MUS 390 Junior Recital	1
MUS 490 Graduation Recital	1
Music electives	8
Ensembles	8 semesters
Keyboard proficiency	

Music Courses for a concentration in Voice

82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220 Pedagogy	2
MUS 256, 257, 258 Phonetics	3
MUS 300 and 301 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314 Literature of Applied Music	2
Applied Voice	24
Secondary applied study(ies)	4
MUS 390 Junior Recital	1
MUS 490 Graduation Recital	1
Music electives	7
Choral ensembles	8 semesters
Keyboard proficiency	

Music courses for a concentration**in Piano Pedagogy 82 hours**

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 220, 321, 322, 423, 424, 425 Pedagogy	12
MUS 300 and 301 or 302 Conducting	4
MUS 310, 311, 312, 313 Music History	8
MUS 314 Literature of Applied Music	2
Applied Piano	22
Secondary applied study(ies)	4
MUS 391 Lecture Recital Workshop	1
MUS 490 Graduation Recital	1
Music electives	6
Choral ensembles	8 semesters
Keyboard proficiency	

Bachelor of Music in Music Education**123-132 hours****General Education Requirements 39-48 hours**

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4
Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval	
Experiential Learning: one approved EL experience and 12 cultural events	
Competency requirement: fundamental computer skills	

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 439 Student Teaching (Block)	6
EDU 441 Intro to Audio/Visual Materials (Block)	1
EDU 471 Reading (Block)	1

Courses chosen from one of the following emphases: 64 hours**Music courses for Choral/General Emphasis**

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study	14

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Secondary applied study(ies)	3
MUS 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2

MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principal Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice)	2
MUS 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

MUS 300-301 Conducting (4)	
MUS 395, 396, 397 Church Music (6)	
MUS 934 Internship (4)	
Religion (12)	
(In addition to the three-hour religion requirement for all degrees, choose nine additional hours.)	
Applied Music	(18-28)
Principal applied (14-24) — Complete 300 level (Organ, voice, or piano)	
Secondary applied(s)	(4)
At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice	
Graduation Recital 490 or 491	1
Ensembles must include the following experiences:	
Choral ensembles (4 semesters)	
Handbells (2 semesters)	
Accompanying (6 semesters) (Students whose principal applied is organ or piano)	

Minor in Music 24 hours

MUS100, 101 Elementary Theory I & II	6
MUS 140, 141 Keyboard	2
MUS 150, 151 Ear Training	2
Music courses 200 level or above	

other than ensembles)	6
MUS or MUA course (with a limit of 4 hours of ensembles)	8

— *For Applied Music courses, see pages 236–241.*

— *For Music courses, see pages 243–247.*

— *For Music Ensemble courses, see pages 241–242.*

Psychology

Professor Huber, Head; Professors Aubrecht, Heining-Boynnton, and Hornak; Associate Professors Edwards and Fairbank; Assistant Professor O'DeKirk; Adjuncts Call, DiFranco, and Kraft.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A **major in psychology** would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work and other fields.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate student candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Facilities and Resources

The psychology department occupies the majority of two floors in Ledford Hall, one of the newer buildings on campus. It has ample laboratory space and equipment for student research and it has established an endowment fund for research needs. The department has a laboratory for the treatment

of children with autism. The Meredith Autism Program (MAP) is conducted in conjunction with UCLA.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312, for which either PSY 100 or EDU 234 can serve as a prerequisite.

Majors in Psychology and Pre-Art Therapy

Psychology 31 hours

PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 300 Research Methods in Psych	4
Social psychology chosen from the following	6
PSY 310 Psych of Children and Adolesc (3)	
PSY 312 Psych of Exceptional Indiv (3)	
PSY 410 Social Psychology (3)	
Clinical psychology chosen from the following	6
PSY 320 Abnormal Psychology (3)	
PSY 324 Conditioning and Behavior Modification (3)	
PSY 420 Theories of Personality (3)	
PSY 422 Psychological Testing and Evaluation (3)	
PSY 424 Theory and Practice in Counseling (3)	
Experimental psychology chosen from the following	6
PSY 330 Neuropsychology (3)	
PSY 332 Perception (3)	
PSY 334 Animal Behavior (3)	
PSY 430 History and Systems in Psy (3)	
PSY 432 Memory, Language and Cognition (3)	
Electives in approved psychology courses	3
Portfolio	0
Exit examination	0

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application. The portfolio requires the successful completion of an exit exam. The exami-

nation will normally be taken during the semester preceding graduation.

Pre-Art Therapy 49 hours

ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 210 Painting I	3
ART 260 Ceramics II	3
ART 734 Theory & Methods Art Pre-K-5	3
ART 735 T & M Art in Middle Sch 6-8	3
ART 736 T & M Art in High Sch 9-12	3
PSY 100 Intro to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 210 Life Span Developmental or PSY 310 Psych of Children and Adolescent	3
PSY 300 Research Methods in Psychology	4
PSY 312 Psych of Exceptional Individual	3
PSY 320 Abnormal Psychology	3
PSY 332 Perception	3
PSY 420 Theories of Personality	3

Minor in Psychology 18-21 hours

Statistics	3
If the statistics course is PSY 200, these hours will count toward the 18 hours in Psychology. Other statistics courses do not count as part of the 18 hours.	
Electives in psychology	15-18

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

— *For Psychology courses, see pages 256–258.*

Religion and Philosophy

Professor Page, Head; Professor Vance; Assistant Professors Nelson, Suarez and Winfield; Adjuncts A. Davidson, Palmer and Rackett;

The department offers a major in religion and minors in religion and philosophy.

The department's **purpose** is to encourage students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and worldviews, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the department offers general education courses with the goal of developing students' basic religious literacy. The introductory courses in religion meet this goal, through enabling students to

- ▲ understand the differences between practitioner perspectives and academic perspectives;
- ▲ utilize the common terminology and methodologies applicable to the study of religion;
- ▲ demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion; and
- ▲ develop understanding and appreciation of one's own and others' religious beliefs and ethical perspectives.

The major and minor build on this foundation in religious literacy through educating students in the various dimensions of scholarship in the field of

religious studies. Religion courses enable students to

- ▲ utilize the various intellectual lenses employed by scholarship in the field of religious studies to think, speak and write cogently about the complexity of religious phenomena;
- ▲ critically evaluate various theories with attention to their specific cultural and historical differences;
- ▲ interpret texts sensitively and critically, recognizing the complexities of language, history, culture, and symbols within various religious traditions;
- ▲ generate research in religious studies;
- ▲ build active connections across differences, within differences, through differences; and
- ▲ analyze the complex and sometimes contradictory ways in which religion and culture are connected to one another.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options. Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 67.

Students may elect courses through the Cooperating Raleigh Colleges.

Major in Religion 24 hours

REL 103 Intro to Biblical Lit & His	3
REL 497 Seminar	3
One course from the religion and society area chosen from the following	3
REL 341 Sociology of Religion (3)	
REL 342 Psychology of Religion (3)	
REL 343 Religion and Law (3)	
REL 344 Biomedical Ethics (3)	
REL 345 Environmental Ethics (3)	
One course from Biblical studies area chosen from the following	3
REL 262 The Life & Teachings of Jesus (3)	
REL 265 Prophetic Elements in Biblical Tradition (3)	
REL 266 Pauline Literature (3)	
REL 268 Women and the Bible (3)	
One course from religious history and thought chosen from the following	3
REL 283 Women in the Christian Tradition (3)	
REL 284 Sin, Satan, and Evil (3)	
REL 285 Theology & Contemporary Literature (3)	
REL 289 Intro to Christian Theology (3)	
REL 381 Environmental Ethics (3)	
REL 382 History of Christianity (3)	
REL 385 Europe in the Middle Ages (3)	
REL 387 Age of Renaissance/Reformation (3)	
Electives in religion	9
At least one course in philosophy is recommended.	

Minors in Religion and Philosophy**Religion 18 hours**

REL 103 Intro to Biblical Literature & History3
Students must take at least one course beyond the 100 level from at least two of the three categories listed for the major in religion (see above). At least one course in philosophy is recommended.

Philosophy 18 hours

PHI 201 Introduction to Philosophy	3
PHI 251 Ancient Greek Philosophy	3
PHI 252 Modern Philosophy	3
Electives chosen from the following	9
PHI 105 Philosophy of Religion (3)	

PHI 205 Political Ideas Seminar (3)
PHI 210 Critical Thinking (3)
PHI 344 Biomedical Ethics (3)
PHI 345 Environmental Ethics (3)
ECO 324 History of Economic Thought (3)
PSY 420 Theories of Personality (3)
SOC 489 Social Theory (3)

Or other courses approved by the department head.

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

— *For Philosophy courses, see pages 251–252.*

— *For Religion courses, see pages 258–261.*

Sociology and Social Work

Associate Professor Brown, Head; Professor Bishop, Social Work Program Director; Professor Zingraff; Assistant Professors Cokely, Denning and Maillet; Adjuncts Hall and Riker-Sheets.

The Department of Sociology and Social Work offers two degree programs, a Bachelor of Arts (BA) with a major in sociology, and a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into MSW programs at the advanced standing level.

The department encourages within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through the Career Center.

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Graduates well grounded in sociology will be able to

- ▲ Understand ways to improve interpersonal and intercultural understanding and tolerance;
- ▲ Understand the role of scholarship in assessment of personal ideas and social policies;
- ▲ Utilize knowledge and skills for appropriate selection and application of research methods and statistics;
- ▲ Engage in critical thinking skills that distinguish individual and institutional actions and outcomes;
- ▲ Engage in critical thinking skills that apply the dialectic to societal patterns of domination and subordination; and
- ▲ Utilize knowledge about the social foundation of rewarding and enduring communities.

Social Work Program Objectives

Upon successful completion of the social work program, graduates will demonstrate the ability to

- ▲ Apply critical thinking skills within the context of professional social work practice;
- ▲ Understand the value base of the profession and its ethical standards and principles and practice accordingly;
- ▲ Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.;

- ▲ Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- ▲ Understand and interpret the history of the social work profession and its contemporary structures and issues;
- ▲ Apply the knowledge and skills of generalist social work practice with systems of all sizes;
- ▲ Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- ▲ Analyze, formulate, and influence social policies;
- ▲ Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- ▲ Use communication skills differentially across client populations, colleague, and communities;
- ▲ Use supervision and consultation appropriate to social work practice; and
- ▲ Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Resources

The department houses the Sociology/Social Work research lab, which offers our majors several computers for school work, a small library of sociology and social work books and journals and a meeting place for students to study or eat lunch between classes.

Career Directions

Following graduation, sociology majors have attended graduate school in sociology or law and have found careers in legal services, research institutes, teaching, urban ministries, public relations, job/community development, and in community agencies serving children, battered women, pregnant teens, and older adults.

Social graduates have accepted positions in departments of social services, public school systems, hospitals and other health and mental health settings, long-term care facilities, domestic violence and sexual abuse agencies, programs for abused and neglected children, and services to the aging. A growing number of BSW graduates apply and are accepted to advanced standing in MSW programs in North and South Carolina, Virginia, Louisiana, and California.

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or on appropriate faculty member to arrange for a special studies option. Students may elect courses through the Cooperating Raleigh Colleges.

SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

Major in Sociology

Sociology 30 hours

SOC 230 Principles of Sociology	3
SOC 374 Social Research Principles	3
SOC 375 Social Research Meth & Stats	3
SOC 471 Sociology Service Project	1
SOC 472 Sociology Literature Review	1
SOC 473 Prof Developments in Sociology	1
SOC 489 Social Theory	3
SOC 496 Seminar in Sociological Analy	3
Electives chosen from the following	12
SOC 231 Social Problems (3)	
SOC 260 Cultural Anthropology (3)	
SOC 299 Into to Research in Sociology (1-3)	
SOC 332 Human Sexuality (3)	
SOC 335 Race and Ethnic Relations (3)	
SOC 336 Criminology (3)	
SOC 337 Corrections (3)	
SOC 338 Sociology of Families (3)	
SOC 340 Aging and Retirement (3)	
SOC 341 Sociology of Religion (3)	

SOC 430 Population Dynamics (3)
SOC 431 Social Stratification (3)
SOC 432 Sociology of Organizations (3)
SOC 433 Sociology of Education (3)
SOC 498 Honors Thesis in Sociology (3)
SOC 499 Research in Sociology (1-3)

Major in Social Work

Accreditation

The BSW degree is fully accredited by the Council on Social Work Education and prepares students for entry level professional generalist social work practice.

Life and Work Experience: The program does not grant credit for life and work experience in lieu of required social work classes.

Admissions

Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

Only social work majors who have been formally admitted to the program may enroll in social work practice courses (SWK 304, 305, 401) and the field placement and concurrent field instruction seminar (SWK 402, 403).

Social Work 59 hours

BIO 101/141 General Biology I and Lab	4
SOC 230 Principles of Sociology	3
PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology	3
POL 100 American Political Systems	3
SWK 240 Populations-at-Risk & Social Justice	3
SWK 241 Intro to Soc Work & Soc Welfare	3
SWK 302 Social Policy Analysis	3

SWK 304 Generalist Pract w/Individuals	3
SWK 305 Generalist Pract w/Families	3
SWK 307 HBSE: Infancy — Adolescence.	3
SWK 308 HBSE: Adulthood Thru Aging.	3
SWK 309 Research Methods for SWK Practice	3
SWK 311 Prep for SWK Field Placement	1
SWK 401 Gen Pract w/Com, Org, Groups	3
SWK 402 Social Work Field Experience	12
SWK 403 Field Placement Seminar	3

Minors in Sociology and Social Work

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors)	3
Electives chosen from the following	9

SOC 337 Corrections (3)
SOC 335 Race and Ethnic Relations (3)
POL 300 Law and Society (3)
POL 301 Const & Rights of Americans (3)
POL 305 Intro to Public Administration (3)
HIS 215 American History Since 1876 (3)

Sociology 18 hours

SOC 230 Principles of Sociology required	3
Electives in sociology	15

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

For Sociology courses, see pages 261–264.

For Social Work courses, see pages 267–269.

Women's Studies

Professor Shapiro, Director

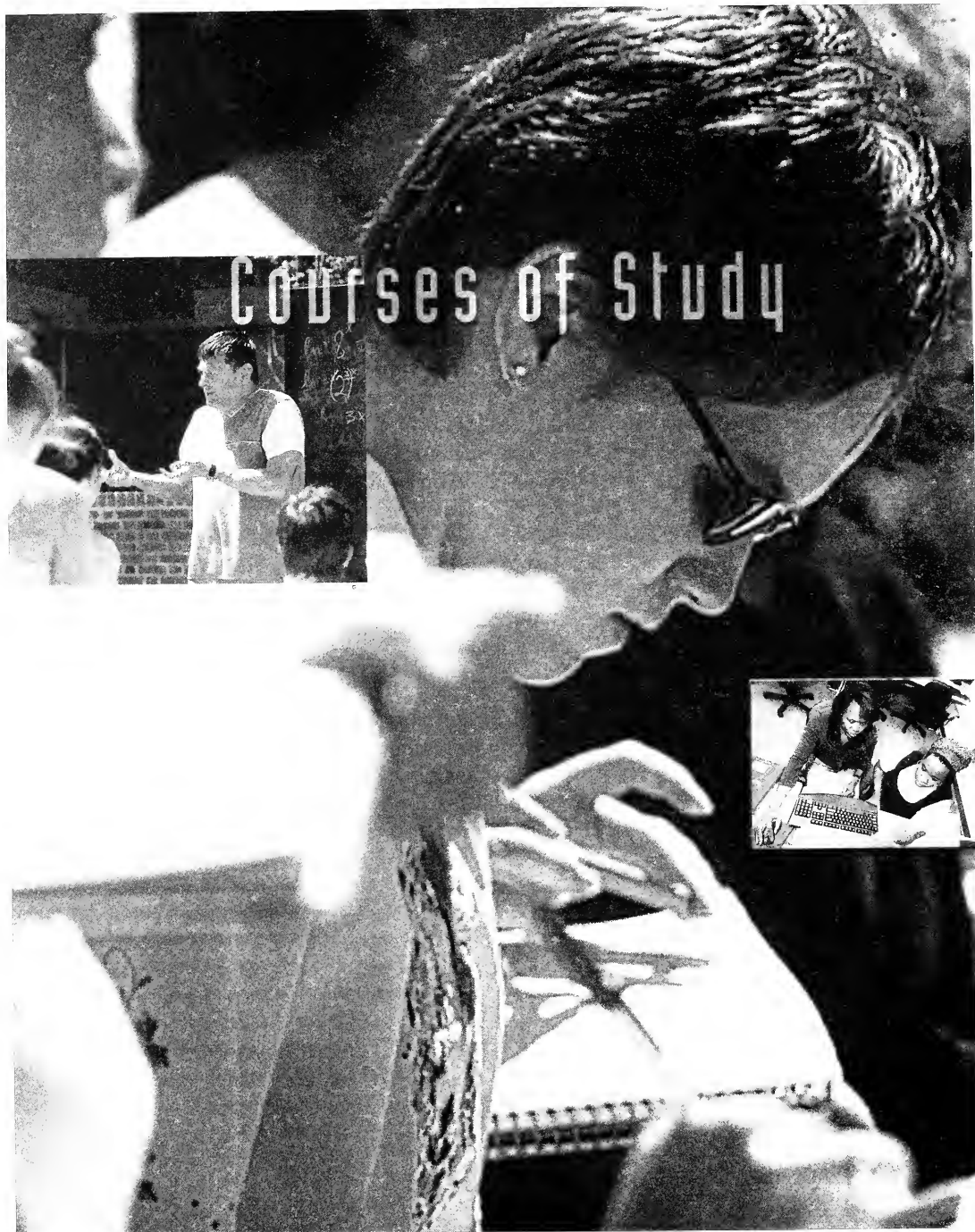
Women's Studies is an interdisciplinary minor that draws on the social and natural sciences, humanities and the arts. The Women's Studies program integrates the study of women's lives with the general

curriculum. Study in the program provides a forum in which women's issues are discussed and debated. The Women's Studies program offers a minor which provides an excellent foundation for students who plan on entering professional schools in law, medicine and business; on pursuing advanced degrees in Women's Studies, the Humanities and Social Sciences; or moving into careers in business, government, teaching, health and social administration, counseling and advocacy. Students may choose from the designated catalogue courses or gain approval from the Director of Women's Studies for special studies, honors theses, or individual studies that might include courses such as "Women in Music," Feminism, Citizenship, and Democratic Politics," "Contemporary Women Artists," "Women In/And Psychoanalysis," "Globalization and the Lives of Women," or "Race and the Embodiment of Oppression." Students may also gain permission to complete a service learning practicum or internships focused on women.

Minor in Women's Studies 21 hours

Select from the following courses or from approved special studies courses.

ART 324 Topics in Modern Art History (3)
COM 375 Gender Communication (3)
ECO 335 Gender and Economy (3)
ENG 359 Seminar in American Women Writers (3)
FCS 355 Family and Consumer Sciences (3)
HED/SOC 320 Our Bodies-Our Lives: Shaping Female Identity (3)
IDS 200 Women's Odyssey(3)
PSY 212 Psychology of Gender Roles (3)
REL 268 Women in the Bible (3)
REL 283 Women in the Christian Tradition (3)
SOC 332 Human Sexuality (3)
SOC 338 Sociology of Families (3)
SOC 376 Oppressed Groups and Social Justice (3)
SOC 430 Population Dynamics (3)



With support from faculty, and by using campus technology offerings, Meredith students are able to meet academic challenges.

Courses of Study

Courses are listed in alphabetical order by subject code.

Subject Codes

ACCAccounting	COMCommunication	FNFoods and Nutrition	MUAApplied Music
ARTArt	COREGeneral Education	FREFrench	MUEMusic Ensembles
BIOBiology	Core	GEOGeography	MUSMusic
BKBirth-Kindergarten	CPSCareer Planning	GERGerman	PEDPhysical
Licensure	CSCComputer Science	HEDHealth	Education
BUSBusiness	DANDance	HISHistory	PHIPhilosophy
CAPCapstone	ECOEconomics	IDInterior Design	PHYPhysics
CDChild Development	EDUEducation	IDSInterdisciplinary	POLPolitical Studies
CFMClothing & Fashion	ENGEnglish	Studies	PSYPsychology
Merchandising	ENSEnvironmental	ITAItalian	RELReligion
CHEChemistry	Studies	LATLatin	SCIScience
CHIChinese	ESSExercise and Sports	LEGLegal Studies	SOCSociology
CISComputer	Science	MATMathematics	SPASpanish
Information Systems	FCSFamily & Consumer	MREMedieval &	SWKSocial Work
COECooperative	Science	Renaissance	THETheatre
Education	FLForeign Language	Studies	

Please Note: Numbers in parentheses after course title refer to semester hours credit. Example (3.00 cr.)

Accounting

ACC-230 Principles of Accounting I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

ACC-231 Principles of Accounting II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The application of accounting principles to partnerships and corporations; analysis of financial reports and statements, and preparation of cash flow statements. Prerequisites: take ACC-230.

ACC-330 Intermediate Accounting I (3.00 cr.)

(Fall, Course Offered Every Year)

The development of corporate financial accounting theory and its application to in-depth problems of financial

statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate-, and long-term obligations; and investments. Prerequisites: take ACC-231; minimum grade C.

ACC-331 Intermediate Accounting II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholder's equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisites: take ACC-330; minimum grade C.

ACC-332 Managerial Accounting (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The analysis of financial data for managerial decision making; interpretation of accounting data for planning

and controlling business activities. Prerequisites: take ACC-231.

ACC-333 Cost Accounting (3.00 cr.)
(*Spring, Course Offered Every Year*)

The analysis of cost factors and their relationship to production, emphasizing cost procedures and information systems; standard costs and variance analysis. (ACC-332 is strongly recommended.) Prerequisites: take 1 group (take ACC-231 ACC-332 /take ACC-231 ACC-330).

ACC-336 Federal Taxation - Individuals (3.00 cr.)
(*Fall, Course Offered Every Year*)

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisites: take ACC-231.

ACC-337 Fed Tax - Corp & Partnerships (3.00 cr.)
(*Spring, Course Offered Every Year*)

A comprehensive interpretation, analysis and application of the federal tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Prerequisites: take ACC-336.

ACC-436 Selected Topics in Accounting (3.00 cr.)
(*Fall, Course Offered Every Year*)

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation, plans, deferred income taxes, leases, statement of cash flows foreign currency transactions and translation, and partnerships; will include discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisites: take 1 group (take ACC-331 CIS-120 /take ACC-331 BUS-120).

ACC-437 Advanced Accounting (3.00 cr.)
(*Fall, Course Offered Every Year*)

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities, and voluntary

health and welfare organizations. Prerequisites: take 1 group (take ACC-331 BUS-120 /take ACC-331 CIS-120).

ACC-438 Auditing (3.00 cr.)
(*Spring, Course Offered Every Year*)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisites: take ACC-331.

ACC-440 Legal Envir. of Accounting (3.00 cr.)
(*Spring, Course Offered Every Year*)

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

ACC-498 Honors Thesis in Accounting (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Accounting (1.00-3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Art

ART-100 Theory & Prac. of Visual Arts (2.00 cr.) (Fall, Course Offered Every Year)

Concepts and theories inherent in the visual arts are introduced and discussed with practical application through writing and oral studio projects. Careers are discussed by professional artists and designers in their work spaces. Studio fee assessed.

ART-101 Drawing I (3.00 cr.) (Fall and Spring, Course Offered Every Year)

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed.

ART-103 Computer Drawing (1.00 cr.) (Fall and Spring, Course Offered Every Year)

An introduction to the computer as an artistic tool for painting, drawing and design. This course will introduce the student to the computer as a means of visual expression. Students will learn to draw, paint, and design on the computer using appropriate software. Some computer experience is encouraged for this course. Pass/Fail grading only.

ART-104 Oak Leaves (1.00 cr.) (Fall and Spring, Course Offered Every Year)

As apprentices on the staff of Meredith's yearbook, "Oak Leaves," students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. Among the areas included will be layout design, photography, computer graphics, editing, selling ads, fund raising, and writing copy. Pass/Fail grading only. May be repeated for credit. Additional time required.

ART-105 Two-Dimensional Design (3.00 cr.) (Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed.

ART-130 Photography I (3.00 cr.) (Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed.

ART-140 Intro to Graphic Communication (3.00 cr.) (Fall and Spring, Course Offered Every Year)

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. Six studio hours per week. Studio fee assessed.

ART-142 Hist of Arch. Interior & Furn. (3.00 cr.) (Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID-142.

ART-144 Interior Design I (3.00 cr.) (Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Prerequisites: take ART-101. Corequisite courses: ART-101.

ART-160 Ceramics I (3.00 cr.) (Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week. Studio fee assessed.

ART-201 Drawing II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101.

ART-206 Color Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101 ART-105.

ART-207 Three-Dimensional Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. May be repeated once for credit to explore additional media techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101 ART-105.

ART-210 Painting I (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to basic painting techniques and media. Oil and water-based media are usually offered in alternating years. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-206.

ART-220 Topics in Non-Western Art (3.00 cr.)
(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

ART-221 Srv. W. Art: Ancient-Early Ren (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture,

and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Srv. W. Art:High Ren-Modern (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: take ART-130.

ART-244 Fundamental Concepts of Art (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through experimentation with art materials appropriate for use at different ages. Required of all K-6 licensure students.

ART-245 Typography and Layout (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101 ART-105 ART-140. Corequisite courses: ART-246.

ART-246 Typography Lab (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

The typography lab meets for a total of 6 hours and is an integral and necessary component of ART-245, Typography. The lab involves intensive hands-on computer technical training in the graphical design software programs used in professional practice. In addition to implementing the programs to complete the conceptual assignments in Typography, the lab provides the environment for the inevitable troubleshooting and technical problems the students will encounter in their professional life. The lab is an opportunity for students to put into practice the concepts delineated in ART-245, Typography. Corequisite courses: ART-245.

ART-248 Illustration I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-206 or ID-243.

ART-260 Ceramics II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-160.

ART-270 Fibers (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-206.

ART-275 Metals and Jewelry (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to traditional metal and jewelry techniques. With an emphasis on design and research, students will learn the use of tools and equipment to create

jewelry and small-scale objects. The course will enable students to develop skills such as design layout and facility with a variety of precious and non-precious materials through the creation of one-of-a-kind pieces.

Techniques may include: sawing, fabrication, casting, enameling, and surface embellishment. This course may be repeated for credit. Repeat students will be encouraged to develop more complex work and research. Six studio hours per week. May be taken without prerequisite course with permission from the instructor. Studio fee assessed. Prerequisites: take ART-105.

ART-299 Intro to Research in Art (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: take ART-100 ART-101 ART-105 ART-221(1081) or ART-222(1082).

ART-301 Life Drawing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. May be taken without prerequisite courses with instructor's consent. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-101.

ART-310 Painting II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-210.

ART-315 History of Costume (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological,

and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as CFM-315.

ART-323 Topics in Art History (3.00 cr.)
(*Spring, Course Offered Every Year*)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: take ART-221(200) or ART-222(202).

ART-324 Topics in Modern Art History (3.00 cr.)
(*Fall, Course Offered Every Year*)

A variety of subjects related to art, women, and contemporary issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: take ART-221(200) or ART-222(202).

ART-330 Photographic Tech. & Processes (3.00 cr.)
(*Fall, Course Offered Every Year*)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-130.

ART-342 Digital Imaging I (3.00 cr.)
(*Fall, Course Offered Every Year*)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed.

Prerequisites: take ART-206 ART-245 ART-246.

ART-348 Illustration II (3.00 cr.)
(*Varies-Contact Dept. Head*)

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART-248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: take ART-248.

ART-350 Printmaking I (3.00 cr.)
(*Spring, Course Offered Every Year*)

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Six studio hours per week. Prerequisites: take ART-206.

ART-351 Printmaking II (3.00 cr.)
(*Varies-Contact Dept. Head*)

Editions produced by incorporating intaglio and/or relief multi-plate techniques. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: take ART-101 ART-201 ART-350.

ART-365 Sculpture (3.00 cr.)
(*Fall, Course Offered Every Year*)

An introduction to sculptural concepts through modeling, carving, casting, and assembling media. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: take ART-207.

ART-394 Graphic Design Studio (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g., nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group

projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular project, organizer of special activities [e.g. field trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: take ART-245 ART-246.

ART-404 Book Design (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, "Oak Leaves." Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. May be repeated for credit. ART-394 is a prerequisite or a corequisite.

ART-415 Draping (3.00 cr.)

(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as CFM-415. Prerequisites: # take CFM-115 # take CFM-417 or ART-417.

ART-417 Apparel Design (3.00 cr.)

(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as CFM-417. Prerequisites: take CFM-115.

ART-493 Senior Seminar (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

All senior Studio Art majors must complete this course prior to taking senior project [ART-494]. Students will review and assess strengths in their work and identify areas for additional research for their senior project. Seminar topics focus on the profession of art. Studio fee assessed. Additional time to be arranged.

ART-494 Senior Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

All art majors should register for this course. Art

Education and Studio students should register for this course the last semester of the senior year for 1 credit. Graphic Design students should register for two consecutive semesters for 1 credit per semester. A third credit may be taken. Graphic Design students will prepare a portfolio of their work and their credits can vary with the number of formats selected for their portfolio [2-3 credits]. Art History students will write a research paper [3 credits]. Credits for Art History students may be divided between the last two semesters to equal 3 credits, or be completed in one semester. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Studio fee assessed to all students except art history majors.

ART-495 Portfolio Photography (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the copy stand, lighting, tungsten-balanced film, metering with a gray card, film exposure, depth-of-field, slide masking, and slide labels. Students should complete the course with excellent skills for photographing all types of artwork. Studio fee assessed.

ART-498 Honors Thesis in Art (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to seniors or qualified juniors in the Honors and/or Teaching Fellows programs majoring in art. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper, artistic object or performance, and an exhibition or presentation. The project must meet Honors Program thesis requirements as well as the expectations of the art department faculty. Prerequisites: take ART-206 ART-221(1081) or ART-222(1082).

ART-499 Jr. & Sr. Research in Art (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors, or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original

research project at an advanced level of complexity that will culminate in a paper or artistic object or performance and an exhibition or presentation. The precise nature of the culminating activity is dependent upon the artistic field and inquiry of study as deemed appropriate by the faculty mentor. A research proposal form completed by the student and the faculty mentor is required. May be repeated for credit for a total of six semester hours. Prerequisites: take ART-206 ART-221(1081) or ART-222(1082).

ART-734 Theory & Methods Art Pre-K-5 (3.00 cr.)
(Every Third Semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-735, ART-736. Studio fee assessed. Prerequisites: take ART-221(1081) or ART-222(1082).

ART-735 T & M Art in Middle Sch 6-8 (3.00 cr.)
(Every Third Semester)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and extensive early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this class. Studio fee assessed. Offered in rotation with ART-734, ART-736. Prerequisites: take ART-221(1081) or ART-222(1082).

ART-736 T & M Art in High Sch 9-12 (3.00 cr.)
(Every Third Semester)

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Unit development and computer competencies are among topics covered. Twelve hours of studio art must be completed before registering for this class. Offered in rotation with ART-734, ART-735. Studio fee assessed. Prerequisites: take ART-221(1081) or ART-222(1082).

ART-744 Art in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Integration of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. Studio fee assessed. Prerequisites: take 1 group (take IDS-100 /take ART-221(200) /take ART-222(202)).

Biology

BIO-101 General Biology I (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization. Three lectures per week. Corequisite courses: BIO-141.

BIO-102 General Biology II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Three lectures per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-142.

BIO-141 General Biology I Laboratory (1.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Laboratory exercises designed to illustrate the principles considered in BIO-101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite courses: BIO-101.

BIO-142 General Biology II Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO-102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Meets two hours per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-102.

BIO-211 Plant Biology (3.00 cr.)
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-241.

BIO-222 Invertebrate Zoology (2.00 cr.)
(Spring, Course Offered Every Year)

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity and continuity. The ecological and economic importance of invertebrates is emphasized. Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-242.

BIO-234 Principles of Ecology (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-244.

BIO-241 Plant Biology Laboratory (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-211.

BIO-242 Invertebrate Zoology Lab (2.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Three laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-222.

BIO-244 Principles of Ecology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-234.

BIO-251 Cell Biology (3.00 cr.)
(Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescence, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: take BIO-101 BIO-141 CHE-111 CHE-141. Corequisite courses: CHE-112, CHE-142.

BIO-252 Human Genetics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics

including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-254 Evolution-Biological Systems (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. May be taken without prerequisite courses with instructor consent. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-256 Techniques in Microscopy (1.00 cr.)

(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-258 Techniques in Tissue Culture (1.00 cr.)

(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-299 Research Development (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Research Development is a research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research.

Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: take BIO-101 BIO-141.

BIO-311 Histology (3.00 cr.)

(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. BIO-321 and 345 are recommended prerequisites. Three lecture-laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-314 Parasitology (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. BIO-222 and BIO-242 are recommended prerequisites. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-321 Comparative Vertebrate Anat. (2.00 cr.)

(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology (3.00 cr.)
(*Spring, Course Offered Every Year*)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Prerequisites: take BIO-101 BIO-141. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology (3.00 cr.)
(*Fall, Course Offered Every Year*)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: BIO-343.

BIO-325 Environmental Science (4.00 cr.)
(*Fall, Odd-Numbered Years Only*)

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Three class hours and three laboratory hours per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142.

BIO-334 Microbiology (3.00 cr.)
(*Spring, Course Offered Every Year*)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: # take BIO-101 BIO-141 # take BIO-102 BIO-142 or BIO-251 # take CHE-111 CHE-112 CHE-221. Corequisite courses: BIO-344.

BIO-342 Human Anat. and Physiol. Lab (1.00 cr.)
(*Spring, Course Offered Every Year*)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Prerequisites:

take BIO-101 BIO-141. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab (1.00 cr.)
(*Fall, Course Offered Every Year*)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuro-muscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory (1.00 cr.)
(*Spring, Course Offered Every Year*)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: # take BIO-101 BIO-141 # take BIO-102 BIO-142 or BIO-251 # take CHE-111 CHE-112 CHE-221. Corequisite courses: BIO-334.

BIO-345 Comp. Vertebrate Anat. Lab (2.00 cr.)
(*Fall, Course Offered Every Year*)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-321.

BIO-352 Symbiology (3.00 cr.)
(*Fall, Course Offered Every Year*)

The study of symbiosis [living together] between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-356 Biotechnology (4.00 cr.)
(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues.

Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142.

BIO-358 Aquatic Field Studies (2.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week.

Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142 MAT-245.

BIO-359 Terrestrial Field Studies (2.00 cr.)
(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One three-hour field meeting per week.

Prerequisites: # take BIO-101 BIO-141 BIO-102 BIO-142 # take CHE-111 CHE-141 CHE-112 CHE-142 MAT-245.

BIO-431 Genetics (3.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142.

BIO-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141.

BIO-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week.

Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141. Corequisite courses: BIO-436.

BIO-461 Genetics Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is a recommended prerequisite. Three laboratory hours per week. Prerequisites: take BIO-101 BIO-141 BIO-102 BIO-142. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology,

Environmental Science, and Biological Diversity are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete two semesters of BIO-499 for a total of six hours.

Birth—Kindergarten Licensure

BK-337 Observation of Young Children (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: # take PSY-210 or PSY-310 # take CD-234 CD-334.

BK-341 Variations in Early Develop. (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Prerequisites: # take PSY-210 or PSY-310 # take PSY-312 CD-234 CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum (1.00 cr.)
(Spring, Course Offered Every Year)

Placements in a variety of center-based settings that

serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Prerequisites: # take PSY-210 or PSY-310 # take PSY-312 CD-234 CD-334. Corequisite courses: CD-340, BK-341.

BK-436 Spvn & Admin Prog Young Child (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the role of supervision in the operation of quality public education programs for young children. Including but not exclusive to: professional development; leadership; regulation, licensing, and accreditation; staff and program evaluation, and grounding in ethical principles and practice.

BK-445 Adv. Curriculum Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 # take BK-337 BK-341 BK-342.

BK-460 Clin. Intern.: Infant/Toddler (3.00 cr.)
(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Course fee assessed. Instructor's consent required. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 # take BK-337 BK-341 BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration (3.00 cr.)
(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multi-disciplinary and trans-disciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: # take CD-234 CD-334 CD-336 CD-340 CD-434 CD-438 # take BK-341 BK-342 BK-337. Corequisite courses: BK-460.

BK-469 Field Experience (1.00 cr.)
(Spring, Course Offered Every Year)

This course provides the student with an opportunity to observe and work with a cooperating teacher for 12 hours a week for 5 to 6 weeks. The student will develop relationships with the children and teachers where she will do her student teaching. The student will become familiar with the philosophy, routines, and strategies used in the classroom. She will become familiar with school policies, resources, and personnel in preparation for her student teaching. The seminar, consisting of regular group meetings during the 5 to 6 week block period, will focus on effective teaching in North Carolina and professionalism. Corequisite courses: BK-445, CD-436, EDU-490.

Business

BUS-110 Fundamentals of Business (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward a major in the department. [Not open to junior and senior majors in the School of Business.]

BUS-120 Spreadsheets (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel. Also offered as CIS-120.

BUS-240 Principles of Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-260 Principles of Marketing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-310 International Business (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240 BUS-260 ECO-100.

BUS-340 Business Law (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

BUS-344 Business Communications (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communi-

cations through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

BUS-345 Quantitative Methods (3.00 cr.)

(Varies-Contact Dept. Head)

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: take BUS-240 MAT-245.

BUS-348 Organizational Behavior (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: take BUS-240.

BUS-350 Human Resource Management (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisites: take BUS-240.

BUS-352 Training and Development (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisites: take BUS-350.

BUS-361 Consumer Behavior (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included.

Prerequisites: take BUS-260.

BUS-365 Marketing Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: take BUS-260 MAT-245.

BUS-369 International Marketing (3.00 cr.)

(Fall, Course Offered Every Year)

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisites: take BUS-260.

BUS-370 Corporation Finance (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: take 1 group (take ACC-231 ECO-101 MAT-245 BUS-120 /take ACC-231 ECO-101 MAT-245 CIS-120).

BUS-452 Compensation and Benefits (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisites: take BUS-350.

BUS-456 Industrial Relations (3.00 cr.)

(Fall, Odd-Numbered Years Only)

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies.

Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisites: take BUS-240.

BUS-458 Employment Law (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the principles of employment law including the employer-employee relationship, selection of employees, the Civil Rights Act, affirmative action, discrimination, and government regulations of the workplace.

BUS-466 Sales Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling to organizational customers and to the ultimate consumer, and the management of the sales functions. Students will be required to make several presentations. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240 BUS-260.

BUS-467 Advertising & Sales Promotion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240 BUS-260.

BUS-468 Marketing Mgmt. and Planning (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Demonstrated proficiency in the use of presentation graphics software is a prerequisite to this course. Prerequisites: take BUS-240 BUS-260.

BUS-472 Intermediate Financial Mgmt (3.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisites: take BUS-370.

BUS-474 Invest. Analy. & Portfolio Mgt (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management: analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisites: take BUS-370.

BUS-480 Business Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors with a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-481 Human Resource Mgmt. Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors and minors in Human Resource Management and a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-495 Business Policy (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Prerequisites: = take ACC-330 ACC-332 or ECO-300(1175) = take BUS-240 = take BUS-120 or CIS-120.

BUS-498 Honors Thesis in Business (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

BUS-764 Teaching of Business (3.00 cr.)
(Fall, If Sufficient Demand)

Methods and materials for teaching business subjects in the secondary schools; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation.

Capstone

CAP-400 Human Horizons: Past & Future (3.00 cr.)
(Varies-Contact Prog. Director)

A historical view of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to

question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

CAP-401 Living Revolution (3.00 cr.)
(Varies-Contact Prog. Director)

This course examines revolutionary developments that have transformed past human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

CAP-404 Humanity and Conflict (3.00 cr.)
(Varies-Contact Prog. Director)

This Capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies — both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

CAP-405 Coming of Age in the Milky Way (3.00 cr.)
(Varies-Contact Prog. Director)

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values

that will in turn make their actions more conscious and consistent. And yes—we will look through telescopes!

CAP-406 The Myths We Live by (3.00 cr.)
(Varies-Contact Prog. Director)

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students to identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change.

CAP-407 Awareness and Discovery (3.00 cr.)
(Varies-Contact Prog. Director)

The United States is a pluralistic society that is experiencing considerable tension as its population grows more aware of its cultural diversity. This course is designed to examine the dynamics of the cultural encounter, that is, what happens when two cultures or individuals meet and define each other. We will explore the meaning of this discovery of “the other” as a process of self-definition. We will uncover the assumptions drawn from our own limited knowledge base and the beliefs based on our own religious training, science education, and cultural conditioning. We will consider how these assumptions and beliefs, often latent, shape who we are as individuals and define the ways that we interpret and impose meaning on the world. Our intent is that students and faculty appreciate individuality, indeed recognize this as one of our society’s traditional strengths. The quest for such a perspective on human interaction involves not only awareness of it but also a commitment to it as an ongoing process. The action component of the course will

require students to translate their growing cultural awareness and commitment into the solution of a relevant cultural problem.

CAP-408 The Restless Tide (3.00 cr.)
(Varies-Contact Prog. Director)

A “tidal wave” of viral and microbial diseases is predicted to be one of the major threats to the continued survival and health of humans. An examination of emerging diseases will provide a context within which the skills common to all Capstone courses will be developed. This course will examine the past, present and future biological and social aspects of the origin, spread, and effects of infectious diseases. It is designed to assist students in using critical thinking skills to develop a broad-based understanding of issues which will enable them to make informed and effective decisions at both a personal and community level. The action component of the course will provide students with an opportunity to apply their understanding to analyzing social issues and needs, proposing solutions, and conducting community projects which result in changes.

Child Development

CD-234 The Preschool Child (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Content includes major developmental theories and research applications. Three hours of lecture and three hours of laboratory each week.

CD-299 Intro to Research in Child Dev (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permis-

sion of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take CD-234.

CD-334 Infant Development (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide the theoretical foundations of infant-toddler development as students examine the current research on the growth and development of very young children from a multidisciplinary perspective. Students will participate concurrently in a field experience in a program serving infants and toddlers. Prerequisites: take CD-234.

CD-335 Marriage/Family Relationships (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

CD-340 Young Children's Learning Env. (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B-K licensure. Prerequisites: take CD-234 CD-334.

CD-345 Preschool Curriculum (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Instructor's consent

required. Course fee assessed. Prerequisites: take CD-234 CD-340 CD-334.

CD-434 Infant Curriculum (3.00-4.00 cr.)

(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Instructor's consent required. Course fee assessed. Prerequisites: take CD-234 CD-340 CD-334.

CD-436 Admin. of Prog. Young Children (3.00 cr.)

(Fall, Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: take CD-234 CD-334 CD-340.

CD-438 Support & Strength Families (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: take CD-234 CD-334 BK-337.

CD-440 Rdgs Presch Educ & Early Inter (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U. S. A special focus will be on examining theoretically-

based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Prerequisites: take CD-234 CD-334 CD-340.

CD-450 Adv. Practicum & Seminar (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 200 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Course fee assessed. Instructor's consent required. Prerequisites: take CD-234 CD-334 CD-340 CD-345.

CD-498 Honors Thesis in Child Dev. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CD-499 Research in Child Development (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for a total of six

credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take CD-234 CD-334 BK-337.

Clothing and Fashion Merchandising

CFM-115 Prin. of Clothing Construction (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

CFM-212 Visual Merchandising (3.00 cr.)
(Fall, Course Offered Every Year)

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

CFM-213 Clothing and Society (3.00 cr.)
(Spring, Course Offered Every Year)

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

CFM-214 Apparel Merchandising (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

CFM-299 Intro to Research in CFM (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issue and problems in Clothing and Fashion Merchandising. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit

hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take CFM-214.

CFM-314 Retail Merchandising (4.00 cr.)
(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

CFM-315 History of Costume (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

CFM-316 Tailoring (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: take CFM-115.

CFM-413 Special Problems in Retailing (2.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisites: take CFM-314.

CFM-414 Apparel Design Development (2.00 cr.)
(Spring, Course Offered Every Year)

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting market identification, selecting fabric and trimmings in relation to price determination, developing operation sheets, and budgeting seasonal collections. Prerequisites: take CFM-115 CFM-214.

CFM-415 Draping (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Prerequisites: # take CFM-115 # take CFM-417 or ART-417.

CFM-416 Retail Buying (3.00 cr.)
(Fall, Course Offered Every Year)

This course applies retail strategy and merchandising principles to the day-to-day activities and responsibilities of a retail buyer. Emphasis on customer identification, sales forecasting, merchandise budgeting, assortment planning, merchandise procurement, and vendor analysis. Prerequisites: take CFM-314.

CFM-417 Apparel Design (3.00 cr.)
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-417. Prerequisites: take CFM-115.

CFM-418 Textiles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

CFM-421 CAD Apparel Design (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience. Prerequisites: take CFM-115 CFM-417.

CFM-495 Senior Project (3.00 cr.)
(Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality

arrangements. Either option should include at least ten complete, original outfit designs.

CFM-498 Honors Thesis in CFM (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CFM-499 Research in Cloth. & Fash. Mer (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Clothing and Fashion Merchandising. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take CFM-214 CFM-314.

Chemistry

CHE-100 Chemistry and Society (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society.

CHE-111 General Chemistry I (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prereq-

uisite to this course. Corequisite courses: CHE-141.

CHE-112 General Chemistry II (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: take CHE-111 CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory (1.00 cr.)
(Fall and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-111. Three laboratory hours per week. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab (1.00 cr.)
(Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: take CHE-111 CHE-141. Corequisite courses: CHE-112.

CHE-221 Organic Chemistry I (3.00 cr.)
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: take CHE-221 CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: take CHE-111 CHE-141 CHE-112 CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite courses: CHE-222.

CHE-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours. Corequisite courses: SCI-299.

CHE-350 Quantitative Analytical Chem. (4.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Prerequisites: take CHE-112.

CHE-415 Special Topics in Chemistry (1.00-3.00 cr.)
(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chem Thermodynamics & Kinetics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: take CHE-112 PHY-212 MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week. Prerequisites: take CHE-112 PHY-212 MAT-211.

CHE-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141.

CHE-441 Experimental Physical Chem I (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chem II (1.00 cr.)
(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Prerequisites: # take CHE-111 CHE-141 CHE-112 CHE-142 CHE-221 CHE-241 # take BIO-101 BIO-141. Corequisite courses: CHE-436.

CHE-474 Inorganic & Bioinorganic Chem. (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: take CHE-221 CHE-241.

CHE-490 Seminar (1.00-2.00 cr.)
(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading only.

CHE-498 Honors Thesis in Chemistry (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty. Prerequisites: take CHE-222.

CHE-499 Research (1.00-2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or corequisite to this course. Prerequisites: take CHE-222.

Chinese**CHI-100 Intro to Chinese Language (3.00 cr.)***(Spring, Course Offered Every Year)*

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker who is an expert in teaching foreign languages. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language requirement.

Computer Information Systems**CIS-120 Spreadsheets (1.00 cr.)***(Fall and Spring, Course Offered Every Year)*

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets

and to create macros. Extensive use of microcomputer software such as Excel. Also offered as BUS-120.

CIS-121 Spreadsheets II (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CIS/BUS-120 or competency in spreadsheets.

CIS-140 Databases (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access.

CIS-154 Creating Pages for the WWW (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Students learn how to create their own web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics.

CIS-156 Web Site Design & Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, Javascript, XML, file management, file transfer protocol and web site evaluation.

CIS-160 SAS Programming (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A course in programming in the high-level programming language of SAS which is used extensively in busi-

ness, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CIS-240 Visual Basic (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: take CSC-201.

CIS-299 CIS Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will allow freshman and sophomores to participate in original research in computer information systems. Maximum credit—6 hours

CIS-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CSC-312. Prerequisites: take 3 credits; from Subjects CIS CSC.

CIS-315 Database Theory and Design (3.00 cr.)
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures

necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC-315. Prerequisites: take CSC-301.

CIS-370 Ethics and Info. Technology (1.00 cr.)
(Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisites: take 5 credits; from Subjects CIS CSC.

CIS-407 Software Engineering (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CSC-407. Prerequisites: take CSC-301.

CIS-412 Systems Analysis and Design (3.00 cr.)
(Fall, Even-Numbered Years Only)

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisites: take CIS-312 or CSC-312.

CIS-498 Honors Thesis in Comp Info Sys (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Limited to seniors or second semester juniors, honors students and/or teaching fellows.

CIS-499 Senior Thesis (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors. Maximum credit—6 hours.

Cooperative Education

COE-302 Cooperative Education (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.000 in order to enroll. The number of hours credit is determined by the number of hours worked. Requires the signature of the Director of Cooperative Education to enroll. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required.

COE-403 Cooperative Education (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. Prerequisites: take COE-302.

Communication

COM-100 Intro to Communication Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will include an introduction to each of the fields of communication. These include, but are not limited to: human communication [such as interpersonal and group], performance communication [such as public speaking and oral interpretation], and mass communication [such as advertising and public relations, TV, and print].

COM-140 House Management (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical experience through production of performance work. Students will choose 1 hour from 3 choices to fulfill the 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets.

COM-141 Publicity (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-142 Box Office (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-150 Voice and Articulation (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

COM-225 Public Speaking (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-260 Interpersonal Communication (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity of communication skills by questioning habits, traditions, and current ideas and behaviors related to person perception and commu-

nication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-270 American Sign Language (2.00 cr.)
(Fall, Odd-Numbered Years Only)

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. May be taken without prerequisite courses with instructor's consent. Prerequisites: take COM-150.

COM-290 Intro to Mass Communication (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to the field of mass communication [the study of one message, mediated electronically through television, radio, the internet, and print media, and delivered to many]. Includes historical foundations, theoretical foundations, and career opportunities in print, broadcasting, advertising, public relations, and new technologies.

COM-300 Small Group Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including: stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM-325 Oral Interp. of Literature (3.00 cr.)
(Fall, Course Offered Every Year)

An approach to the study of literature that uses performance as its primary "way of knowing." Students will apply various theories of interpersonal communication to the analysis of literary texts. This will lead to performances in each of the genres studied. Genres include prose fiction, poetry, and Shakespearean drama. Concepts include the implied author, personae, reliable and unreliable narrators, kinesthetics of poetic texts, and speech acts that can best be communicated through performances. This course does not satisfy the general education literature elective requirement. Prerequisites: take

ENG-201 or COM-225.

COM-330 Video Production (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A detailed study of studio and remote broadcast productions. The course concentrates on camera techniques and basic editing concepts for the creation of video messages.

COM-350 Business & Prof. Communication (3.00 cr.)
(Spring, Course Offered Every Year)

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisites: take COM-225.

COM-360 Writing for the Media (3.00 cr.)
(Spring, Course Offered Every Year)

Theory and practice of writing for radio, television, and film. Students create scripts, treatments, and storyboards. Areas of study include news, documentary, instructional, corporate, promotional, and dramatic approaches to scriptwriting.

COM-370 Nonverbal Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-380 Communication Law and Ethics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course introduces students to the laws and ethics of public communication. Includes a review of First Amendment cases that have dealt specifically with communication professions. Congruent with an introduction to

legal issues, students engage in a review of ethical theories as related to communication and ethical problem solving.

COM-390 Intercultural Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Pattern and problems of verbal and nonverbal forms of cross-cultural communication. Avoidance and management of cultural conflict arising from awareness of characteristics and cross-cultural communication. Impact on communication of differing cultural perspectives.

COM-400 Special Topics in Communic. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Seminars will investigate a specific topic from a communication perspective. Addresses the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, human communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

COM-450 Relational Communication (3.00 cr.)
(Spring, Course Offered Every Year)

An advanced course focusing on theory of family, romantic, and friendship relationships exploring the developmental, maintaining and deterioration stages. Emphasis on verbal, nonverbal, listening, and conflict resolution. Prerequisites: take COM-260.

COM-495 Theories of Human Communica. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced course focusing on various contemporary theories of human communication. There will be an

emphasis on the theoretical foundations of the study of human communication in a variety of contexts. Prerequisites: take COM-225 COM-260.

COM-499 Communication Research Project (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a communication faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. Prerequisites: take COM-410 or COM-495.

General Education Core

CORE-100 The Context of Culture (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

The Context of Culture is a common foundational course for all Meredith students. In it we will examine histories, myths, stereotypes, and current facts about Native, European, African, Latino, and Asian cultural groups that participate in our democratic society. We will conduct research, and through critical reading, thinking, and writing, we will discover how different cultural beliefs about gender, economic class, race, and religion affect how we see ourselves and how others see us in the United States. We will explore our own cultural backgrounds, describe how our home and community cultures have influenced who we are, read the stories of U.S. citizens from different cultural backgrounds, and watch film and video depictions of their histories and their lives. We will attend community events and participate in community activities. Six extra-class reflection sessions and a culminating group project and presentation are required.

Career Planning

CPS-101 Career Planning for Fr and So (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This half-semester course offers first- and second-year

students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, interview strategies, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Jr and Sr (1.00 cr.)
(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

Computer Science

CSC-201 Computer Science I with Java (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document programs using techniques of good programming style. Counts as any mathematics course for general education requirements. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-203 Foundations of Computer Sci. (3.00 cr.)
(Spring, Course Offered Every Year)

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisites: take CSC-201.

CSC-212 Comp. Sci. II: Advanced Java (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs.

The main focus is object-oriented programming. Prerequisites: take CSC-201.

CSC-262 Discrete Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-299 Intro to Research in Comp Sci (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CSC-301 Data Structures & Algorithms (3.00 cr.)
(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Prerequisites: take CSC-212 CSC-262 or MAT-262.

CSC-311 Computer Organization (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisites: take CSC-203.

CSC-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an informa-

tion system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CIS-312. Prerequisites: take 3 credits; from Subjects CIS CSC.

CSC-315 Database Theory and Design (3.00 cr.)
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS-315. Prerequisites: take CSC-301.

CSC-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisites: take MAT-212.

CSC-407 Software Engineering (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CIS-407. Prerequisites: take CSC-301.

CSC-420 Computer Science Seminar (1.00 cr.)
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: take 6 credits;

from Subject CSC.

CSC-421 Topics in Computer Science (3.00 cr.)
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CSC-430 Operating Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Prerequisites: take CSC-301 CSC-311.

CSC-498 Honors Thesis in Comp. Sci. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CSC-499 Research in Computer Science (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in computer science or others with permission of the department. May be repeated for credit for a maximum of six hours.

Dance

DAN-150 Perspectives in Dance (1.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experi-

ences. Recommended for freshman year.

DAN-151 Ballet I (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN-154 Jazz I (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-156 World Dance Technique (1.00-2.00 cr.)
(Spring, Even-Numbered Years Only)

A basic study of the movement and culture of dance techniques found throughout the world. Techniques studied will include, but not be limited to, Latin, Indian, and Asian dance forms. Each semester course offered will focus on one technique and will be selected by the Dance Program.

DAN-157 Country Line Dance (1.00 cr.)
(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157.

DAN-158 Funk (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation (2.00 cr.)
(Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance in Society (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-244 Fundamental Concepts of Dance (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in five observations in a public school setting. Required of all K-6 licensure students.

DAN-250 Movement Fundamentals (2.00 cr.)
(Fall, Odd-Numbered Years Only)

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus

on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities. Corequisite courses: DAN-255.

DAN-251 Ballet II (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-252 Partic. in Choreographic Proj. (2.00 cr.)
(Every Third Semester)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisites: take DAN-159. Corequisite courses: DAN-356.

DAN-253 Modern II (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-254 Jazz II (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-255 Movement Fundamentals Lab (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course is designed as a corequisite to DAN-250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning. Corequisite courses: DAN-250.

DAN-256 Dance Composition I (3.00 cr.)
(Every Third Semester)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisites: take DAN-159.

DAN-257 Music for Dance (2.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN-258 Mind/Body Integration (2.00 cr.)
(Every Third Semester)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II (2.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisites: take DAN-159.

DAN-350 Movement Fundamentals II (3.00 cr.)
(Spring, Even-Numbered Years Only)

A continuation of the study of fundamental aesthetic and functional elements of human movement with increasing emphasis on the physical principles of movement. Through experiential studio sessions and readings, students will learn skeletal structure, joint and

muscle function, and body mechanics as they relate to the performance lab and instruction of dance.

Prerequisites: take DAN-250 DAN-255.

DAN-351 Ballet III (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.

Dance majors and minors may repeat for credit.

DAN-352 Dance Repertory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert.

Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Instructor's consent required.

DAN-353 Modern III (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-354 Jazz III (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.

Dance majors and minors may repeat for credit.

DAN-355 Creative Arts Touring Company (2.00 cr.)
(Spring, Odd-Numbered Years Only)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students.

DAN-356 Dance Composition II (3.00 cr.)
(Every Third Semester)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Spring 2003, Fall 2004. Prerequisites: take DAN-256.

DAN-357 Creative Arts Touring Assist. (1.00 cr.)
(Spring, Odd-Numbered Years Only)

This course is designed for students who completed DAN-355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Prerequisites: take DAN-355 or DAN-456.

DAN-359 Dance History (3.00 cr.)
(Every Third Semester)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Not recommended for freshmen.

DAN-451 Ballet IV (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-453 Modern IV (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-454 Jazz IV (2.00 cr.)
(Varies-Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance.

Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-455 Performing Arts Admin. (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A survey of arts management and administration techniques, including establishing and running a non-profit organization, grant writing, fund raising, publicity and promotion, budgeting and time management.

DAN-456 Meredith Dance Theatre (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-457 Pedagogy in Dance Technique (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in teaching. Students will work one-on-one with a dance faculty member on topics that may include, but are not limited to, structure of a class, student/teacher interaction, anatomy of concepts and movements, verbal and visual imagery, conveying technical and qualitative ideas, and group versus individual feedback.

Prerequisites: take DAN-159 DAN-250 DAN-255.

DAN-460 Dance Practicum (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others. All course specifications must be approved by the instructor prior to registration.

DAN-462 Dance Practicum - Choreography (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in choreography through casting, creating, rehearsing, and producing a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration.

DAN-463 Dance Pract.-Technical Theatre (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in technical theatre for dance by working on a production team as a stage manager, light board operator, sound board operator, or backstage crew for one or more dance concerts. All course specifications must be approved by the instructor prior to registration.

DAN-464 Dance Pract-Priv Studio Tchg (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This practicum is designed as a field teaching experience in private studio teaching. Emphasis is placed on students gaining experience in observing, assisting, teaching, and evaluating teaching skills. Students will also research marketing, communication, advertising, and performance production within their practicum experience. All course specifications must be approved by the instructor prior to registration.

DAN-498 Honors Thesis in Dance (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research (3.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-761 Thy & Meth of Tch Dance, K-6 (3.00 cr.)
(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods

of creative movement as it relates to and enhances the total curriculum. Prerequisites: take DAN-159 DAN-250 DAN-255.

DAN-762 Thy & Meth of Tch Dance, 7-12 (3.00 cr.)
(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisites: take DAN-252 DAN-253 DAN-761.

DAN-763 Reflective Teaching (1.00-3.00 cr.)
(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisites: take DAN-761 DAN-762.

Economics

ECO-100 Macroeconomic Principles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

ECO-101 Microeconomic Principles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics (3.00 cr.)
(Fall, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate

planning. No credit given in the major for accounting, business, or economics. Also offered as FCS-274.

ECO-300 Intermediate Macroeconomics (3.00 cr.)
(Fall, Course Offered Every Year)

A continuation of study begun in ECO-100, this course proceeds to intermediate-level analysis of national income, employment, price stability, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies, and international issues. Prerequisites: take ECO-100.

ECO-301 Intermediate Microeconomics (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisites: take ECO-101.

ECO-322 Economic Geography (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as GEO-322.

ECO-324 History of Economic Thought (3.00 cr.)
(Varies-Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: take ECO-100 ECO-101.

ECO-334 International Economics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the

role of multinational corporations and common markets. Prerequisites: take ECO-100 ECO-101.

ECO-335 Gender and the Economy (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisites: take ECO-100 or ECO-101.

ECO-355 Money and Banking (3.00 cr.)
(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: take ECO-100 ECO-101.

ECO-356 Public Policy Economics (3.00 cr.)
(Spring, Even-Numbered Years Only)

The microeconomic theory underlying the failure of free markets to maximize society's well-being, and the appropriate means by which governments may improve both efficiency and fairness via provision of public goods and services. Special emphasis is given to topics in environmental and natural resource economics. General topics include current government programs, public goods, externalities, health care, income redistribution, cost-benefit analysis, taxes, and fiscal federalism. ECO-100 is a recommended, but not required, prerequisite. Prerequisites: take ECO-101.

ECO-364 Labor Economics (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the American labor market with emphasis on an individual's decision to work; the firm's decision on hiring; wage determination; human capital models; labor market discrimination; role of unions; and unemployment. Prerequisites: take ECO-101.

ECO-435 Comparative Economic Systems (3.00 cr.)
(Varies-Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals.

Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: take ECO-100 ECO-101.

ECO-498 Honors Thesis in Economics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECO-499 Research in Economics (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

Education

EDU-232 Foundations of American Educ. (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening.

EDU-234 Educational Psychology (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings.

Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-241 Intro to Audio/Visual Material (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A hands-on course designed to familiarize students with audio/visual equipment, technology, and materials necessary to enhance instruction in the public school classroom. Basic technology skills are required. Pass/Fail grading only.

EDU-255 Literature in the Elem. School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Field experience in the public schools required.

EDU-300 Introduction to Language Arts (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is the second in a series of courses designed to assist students in becoming knowledgeable about materials, theories, philosophies, and instructional approaches in the teaching of language arts. Up to ten hours of field experiences are required during school hours. Please note that as language arts are typically taught during the morning, a student will have to allow time in her schedule for observations and mini teaching experiences. Prerequisites: take EDU-255.

EDU-345 ESL in K-12 Classrooms (3.00 cr.)
(Fall, Course Offered Every Year)

This course is an introduction to the field of teaching English as a second language and a comprehensive look at research, policies, and effective practices for students who are from culturally and linguistically diverse backgrounds. The course weaves the theories with the practice of second language education, second language acquisition, cultural diversity, content integration and assessment, literacy development, programs and policies, ESL special education, and home/school connections. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-350 Teaching in the Middle School (3.00 cr.)
(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Field experiences required.

EDU-358 Social Studies in Elem. Sch. (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered.

EDU-359 Science in the Elementary Sch. (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-400 Communic. Skills Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required. Admission to the Teacher Education program is a prerequisite. Prerequisites: take EDU-300. Corequisite courses: EDU-401, EDU-402.

EDU-401 Teaching Math in Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students investigate, evaluate and select content, methods and materials used in teaching and assessing mathematics in the elementary school. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. Prerequisite: admission to

the K-6 licensure program. Prerequisites: take EDU-234. Corequisite courses: EDU-402.

EDU-402 Preservice Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. School observations will be required. This course and its corequisites should be taken in the semester immediately preceding block. Prerequisites: take EDU-300. Corequisite courses: EDU-400, EDU-401.

EDU-440 Seminar in Education (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Admission to the Teacher Education program is a prerequisite. Block class. Pass/Fail grading only. Corequisite courses: EDU-443, EDU-444, EDU-445, EDU-450, EDU-466, EDU-467, EDU-490.

EDU-443 Teaching in the Elem. School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Admission to the Teacher Education Program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-444, EDU-445, EDU-490.

EDU-444 Arts in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Admission to the Teacher Education program is a prerequisite. Block class. Prerequisites: take ART-244 DAN-244 MUS-244 THE-244. Corequisite courses: EDU-440, EDU-443, EDU-445, EDU-490.

EDU-445 Teaching ESL in Elem. School (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Admission to the teacher education program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-443, EDU-444, EDU-490.

EDU-450 Reading in the Content Areas (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A series of experiences designed for the classroom teacher or for the assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block class. Pass/Fail and one hour credit or letter grade and three hours credit. Corequisite courses: EDU-440, EDU-490.

EDU-466 Pre-Ad. & Adolescent Behavior (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the characteristics, needs, and challenges of pre-adolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block class. Corequisite courses: EDU-358, EDU-450, EDU-490.

EDU-467 The Secondary School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block class. Corequisite courses: EDU-440, EDU-450, EDU-490.

EDU-490 Observation and Directed Tchg. (6.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to provide the student internship experience at the appropriate grade level in a school setting: Elementary education: B-K [birth to kindergarten]: public schools' pre-kindergarten and kindergarten classrooms; K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade

levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, family and consumer sciences; 9-12 levels, business. Weekly seminars are arranged. Admission to the Teacher Education program is a prerequisite. Internship fee assessed. Block class. Pass/Fail grading only.

EDU-498 Honors Thesis in Education (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet honors program thesis requirements as well as expectations of the education faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

EDU-745 Intro to Methods of ESL (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the methods for teaching English as a second language in K-12 classrooms. Content includes a focus on teaching the various language skills, on lesson planning and teaching resources, adapting content lessons, and assessment strategies. Admission to the Teacher Education Program is required prior to enrollment. Prerequisites: take EDU-345.

English

ENG-090 Review of Writing Fundamentals (3.00 cr.)
(Fall, Course Offered Every Year)

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proofreading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit

ENG-111 Principles of Writing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and

sentence structure.

ENG-112 Expository Writing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisites: take ENG-111.

ENG-150 Apprenticeship - "Herald" (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An internship where students acquire skills in journalism and build a portfolio by working on the campus newspaper. Prerequisites: take ENG-111.

ENG-155 Tutor Training (1.00 cr.)
(Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by two members of the English Department. Instructor's consent required.

ENG-175 Grammar (1.00 cr.)
(Spring, Course Offered Every Year)

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisites: take ENG-111.

ENG-200 Texts and Contexts (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A intertextual course in reading and writing that puts foundational works of the English tradition by Chaucer, Shakespeare, Milton, and/or Austen in conversation with other texts from British, American, and world literature. The course emphasizes reading, writing, and research skills, and it is a prerequisite for all other literature courses in the department. Credit will not be given for both ENG-200 and ENG-201. Prerequisites: take ENG-111.

ENG-201 Major British Writers (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors

studied: Chaucer, Shakespeare, Milton, an 18th-century writer, and representative writers from the 19th and 20th centuries. Credit will not be given for both ENG-200 and ENG-201. Prerequisites: take ENG-111.

ENG-202 Dev of English Literature (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts. Prerequisites: take ENG-201.

ENG-206 Survey of American Literature (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. Prerequisites: take ENG-201.

ENG-235 Writing of Poetry (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisites: take ENG-111.

ENG-236 Writing of Fiction (3.00 cr.)

(Fall, Even-Numbered Years Only)

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Prerequisites: take ENG-111.

ENG-240 Introduction to Film (3.00 cr.)

(Fall, Course Offered Every Year)

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. Prerequisites: take ENG-111.

ENG-242 Romantic Comedy (3.00 cr.)

(Varies-Contact Dept. Head)

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. Prerequisites: take ENG-111.

ENG-245 Introduction to Journalism (3.00 cr.)

(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisites: take ENG-111.

ENG-247 Copy-Editing (3.00 cr.)

(Spring, Course Offered Every Year)

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisites: take ENG-111.

ENG-270 Literary Research/Crit. Theory (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisites: take ENG-201.

ENG-330 African-American Writers (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. Prerequisites: take ENG-201.

ENG-335 20th C World Lit in Transltn (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspec-

tives of different cultures and a variety of artistic modes. Prerequisites: take ENG-201.

ENG-340 Dev. of the British Novel (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. Prerequisites: take ENG-201.

ENG-345 Irish Renaissance (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. Prerequisites: take ENG-201.

ENG-350 Modern Drama (3.00 cr.)
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. Prerequisites: take ENG-201.

ENG-351 Old English (3.00 cr.)
(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisites: take ENG-201.

ENG-352 Chaucer (3.00 cr.)
(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Prerequisites: take ENG-201.

ENG-355 Shakespeare (3.00 cr.)
(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of

Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Prerequisites: take ENG-201.

ENG-356 Shakespeare (3.00 cr.)
(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Prerequisites: take ENG-201.

ENG-357 Seminar in 17th Century Poetry (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisites: take ENG-201 ENG-270.

ENG-358 Advanced Composition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisites: take ENG-111.

ENG-359 Seminar in Amer. Women Writers (3.00 cr.)
(Spring, Course Offered Every Year)

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. Prerequisites: take ENG-201 ENG-270.

ENG-360 Seminar in Southern Writers (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines

have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. Prerequisites: take ENG-201 ENG-270.

ENG-364 20th Century Poetry in English (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Prerequisites: take ENG-201.

ENG-365 English Poetry Romantic Period (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. Prerequisites: take ENG-201.

ENG-367 English Lit Victorian Period (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. Prerequisites: take ENG-201.

ENG-368 English Lit of 18th Century (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Prerequisites: take ENG-201.

ENG-370 20th C Prose Through 1945 (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. Prerequisites: take ENG-201.

ENG-371 20th C Prose After 1945 (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of

prose after 1945. Prerequisites: take ENG-201.

ENG-495 Seminar in European Literature (3.00 cr.)
(Spring, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Prerequisites: take ENG-201 ENG-270.

ENG-498 Honors Research Project (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: take ENG-201 ENG-270.

ENG-499 Research Project (1.00-3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: take ENG-201 ENG-270.

ENG-505 Study of Linguistics (3.00 cr.)
(Fall, Course Offered Every Year)

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

ENG-764 The Teaching of English (2.00 cr.)
(Spring, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

ENG-765 Practicum in Teaching English (1.00 cr.)
(Fall, Course Offered Every Year)

A lab where students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

Environmental Studies

ENS-498 Honors Thesis: Envir. Studies (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the environmental studies faculty. A research proposal form completed by the student, faculty mentor and Honors Program Director is required for registration.

ENS-499 Research in Envir. Studies (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Senior research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form.

Exercise and Sports Sciences

ESS-200 Foundations Phys Ed,Sport,Fit (3.00 cr.)
(Spring, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-210 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to flag football, speedball, floor hockey,

pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

ESS-215 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Students will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selections may require a fee. Also offered as PED-233.

ESS-220 Prin of Strength Train & Cond (2.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-300 Issues/Mgt: Sport & Phys Educ (3.00 cr.)
(Spring, Course Offered Every Year)

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

ESS-320 Assess in Phys Ed, Sport & Fit (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

ESS-400 Topics in ESS (3.00 cr.)
(Fall and Spring, Odd-Numbered Years Only)

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-450 Practicum: Fitness/Sports Mgt (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a sport or fitness management setting. Students will meet regularly with a supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

ESS-451 Practicum: Exercise/Sports Sci (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: take ESS-485 ESS-486.

ESS-460 Senior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experi-

ence semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skill Perform (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: take BIO-322 BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Prerequisites: take BIO-322 BIO-342. Corequisite courses: ESS-487.

ESS-486 Exercise Prescription (2.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course

content will also include the business management aspects of a career in fitness program development. Prerequisites: take BIO-322 BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)
(*Spring, Course Offered Every Year*)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: take BIO-322 BIO-342. Corequisite courses: ESS-485.

ESS-499 Intro to Research in ESS (3.00 cr.)
(*Fall, Course Offered Every Year*)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Prerequisites: take ESS-320.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)
(*Fall, Spring, and Summer, Course Offered Every Year*)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Tch. PE Elem. Sch.: PE Majors (3.00 cr.)
(*Fall, Odd-Numbered Years Only*)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum

design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required.

ESS-745 Tch. PE: Middle & Sec Schools (3.00 cr.)
(*Fall, Even-Numbered Years Only*)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels.

ESS-746 Tch. PE Special Needs K-12 (3.00 cr.)
(*Fall, Even-Numbered Years Only*)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

Family and Consumer Sciences

FCS-274 Consumer Economics (3.00 cr.)
(*Fall, Course Offered Every Year*)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-299 Intro to Research in FCS (1.00-3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Family and Consumer Sciences. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open

to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required.

FCS-355 Family Resource Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-490 Professional Symposium (1.00 cr.)
(Fall, Course Offered Every Year)

History, philosophy, and current trends in family and consumer sciences. Students will identify strategies in seeking employment and/or graduate study. Required of all majors in the Department of Human Environmental Sciences. Pass/Fail grading only.

FCS-498 Honors Thesis in FCS (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-499 Research in Fam. & Cons. Sci. (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring topics and problems in Family and Consumer Sciences. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take FCS-355.

FCS-764 Methods of Teaching FCS (3.00 cr.)
(Spring, Course Offered Every Year)

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Cons. Sci. Education (2.00 cr.)
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

Foreign Language

FL-764 The Teaching of a Foreign Lang (4.00 cr.)
(Fall, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. May not be counted toward a major. Instructor's consent required.

Foods and Nutrition

FN-124 Principles of Food (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week.

FN-227 Introductory Nutrition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets

for individuals and groups.

FN-250 Perspectives in Nutrition (2.00 cr.)
(Fall, Course Offered Every Year)

A holistic view of varying perspectives in nutrition and foods. Current and timely issues relating to hunger, food science, nutrition, policy issues and the food industry will be discussed in relation to local and global perspectives. Students will be given the opportunity to contemplate the vast potential for integration of nutrition into daily life and debate differing perspectives.

Prerequisites: take FN-227(2116).

FN-260 Nutr. in Diverse Populations (3.00 cr.)
(Fall, Course Offered Every Year)

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. Role of culture, ethnicity and religion on food selection, dietary intake, and nutrition and health status. Government and community resources providing food and nutrition assistance will be discussed. Prerequisites: take FN-227(2116).

FN-299 Intro to Research-Foods & Nutr (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Foods and Nutrition. This course will provide an introduction to the research methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors in the Department of Human Environmental Sciences and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take FN-227(522).

FN-310 Food Service Mgmt. Sys. I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to the use of management skills in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design. Prerequisites: take FN-124. Corequisite courses: FN-311, FN-312.

FN-311 Food Svc Mgt Sys Lab for FN (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: take FN-124. Corequisite courses: FN-310.

FN-312 Food Svc Mgt Sys Lab for FCS (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in conventional and industrial settings. This course is designated for Family and Consumer Science majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: take FN-124. Corequisite courses: FN-310.

FN-320 Food Svc Mgt Sys II (4.00 cr.)
(Fall, Course Offered Every Year)

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Laboratory experiences are required. Prerequisites: # take FN-124 FN-310 ACC-230 # take FN-311 or FN-312.

FN-330 Experimental Food Science (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: take FN-124 FN-227(522) BIO-101 BIO-141.

FN-340 Nutr. Biochem. & Metabolism (4.00 cr.)
(Spring, Course Offered Every Year)

A study of the essential macro- and micronutrients, related compounds, and phytochemicals in the diet of humans, their interrelationships, metabolism at the cellular level, and relationship to health. Research methods and study design in nutrition. Prerequisites: take FN-227(2116) CHE-221 CHE-241 BIO-251.

FN-440 Med Nutr Assmt, Thpy & Couns I (4.00 cr.)
(Fall, Course Offered Every Year)

An integration of the biochemical and physiological processes in development and support of specific medical conditions with emphases on assessment and the process of developing appropriate medical nutritional therapies and appropriate nutritional counseling of individuals and groups. This is the first of a two-course sequence. Prerequisites: take CHE-221 CHE-241 FN-227(2116) FN-340. Corequisite courses: BIO-322, BIO-342, BIO-323, BIO-343.

FN-450 Med Nutr Assmt, Thpy & Coun II (4.00 cr.)
(Spring, Course Offered Every Year)

The purpose of this course is to provide a culminating comprehensive study of the medical nutritional care process. Application of biological, physiological, and chemical parameters influencing specific medical conditions will be used in the study of nutritional etiology and support for disease processes. Assessment, development of appropriate scientifically-based medical nutritional therapy, and interviewing and counseling of the individual or group will be incorporated in the focus of the course. Case studies and hands-on learning experiences in anthropometric assessment specific to the medical nutritional intervention will be used for students to demonstrate attainment of competencies related to this course. The various roles of the medical nutritional team, nutritional, medical, pharmacological and nursing disciplines, will be considered in light of providing medical nutritional therapy for the individual or group. Prerequisites: take FN-440.

FN-480 Colloquium in Nutrition (1.00 cr.)
(Spring, Course Offered Every Year)

Through selected readings and small group discussions, students will explore and critically analyze major concepts and developments in the field and enhance their awareness of the role of nutritionists in society. Students will complete, present and discuss her work and accomplishments in the major and the field in the form of a digital portfolio at the end of the course.

FN-498 Honors Thesis in Foods & Nutr. (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will

formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FN-499 Research in Foods & Nutrition (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Foods and Nutrition. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: # take FN-227(522) # take 8 credits from Subject CHE # take 7 credits from Subject BIO.

French

FRE-101 Elem French Conversation I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elem. French Conversation II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French (3.00 cr.)
(Fall, Course Offered Every Year)

A thorough and accelerated review of first-year French

for students who had two years of high school French, but who do not qualify for FRE-205. Independent language laboratory work required each week.

FRE-205 Intermediate French I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: take FRE-102 or FRE-103.

FRE-206 Intermediate French II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: take FRE-205.

FRE-299 Intro to Research in French (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: take 3 credits; from Subject FRE; from Level 200.

FRE-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

FRE-301 Business French (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A survey of the vocabulary and principles of the French business world with special attention to the develop-

ment of practical communication skills. Prerequisites: take FRE-205 FRE-206.

FRE-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: take FRE-205 FRE-206.

FRE-304 French Civilization (3.00 cr.)
(Fall, Even-Numbered Years Only)

A survey of the political and cultural history of France, including its contributions to Western culture in the fields of art, religion and music. Prerequisites: take FRE-205 FRE-206.

FRE-305 French Phonetics and Phonology (3.00 cr.)
(Fall, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: take FRE-205 FRE-206.

FRE-306 Adv. Grammar, Comp, Linguistics (3.00 cr.)
(Spring, Course Offered Every Year)

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: take FRE-205 FRE-206.

FRE-307 Advanced Conversation (3.00 cr.)*(Varies-Contact Dept. Head)*

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: take FRE-305 FRE-306.

FRE-308 Francophone Literature (3.00 cr.)*(Fall, Even-Numbered Years Only)*

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media [text, film, music, art]. Recommended as an introductory literature course. Prerequisites: take FRE-205 FRE-206.

FRE-309 French Women Writers (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how writing is shaped by gender, by history and society. Students will learn practical strategies for reading and analyzing a variety of genres. Recommended as an introductory literature course. Prerequisites: take FRE-205 FRE-206.

FRE-350 French Seminar (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters are required of French majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take 1 group (take FRE-205 FRE-206 /take FRE-305 FRE-306).

FRE-364 Discoveries in French Lit I (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

Selected readings in French literature from the Middle

Ages to the French Revolution with some emphasis on culture and civilization. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: take FRE-305 FRE-306.

FRE-365 Discoveries in French Lit II (3.00 cr.)*(Spring, Even-Numbered Years Only)*

Selected readings in French literature from the French Revolution to the present. May be taken without prerequisite courses with permission of the instructor. Prerequisites: take FRE-305 FRE-306.

FRE-498 Honors Thesis in French (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the honors student investigates an aspect of French language or Francophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: take 15 credits; from Subject FRE; from Level 300.

FRE-499 Jr. & Sr. Research in French (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: take 12 credits; from Subject FRE; from Level 300.

Geography

GEO-200 Earth Science (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite courses: GEO-240.

GEO-205 World Regional Geography (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-240 Earth Science Laboratory (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite courses: GEO-200.

GEO-299 Introduction to Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours. Corequisite courses: SCI-299.

GEO-322 Economic Geography (3.00 cr.)

(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service

industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as ECO-322.

GEO-326 Environmental Resources (3.00 cr.)

(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. Prerequisites: take 1 group (take CHE-111 CHE-141 /take GEO-200 GEO-240).

GEO-368 Political Geography (3.00 cr.)

(Spring, Even-Numbered Years Only)

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Counts as a social science elective for general education requirements.

GEO-499 Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior geography minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Prerequisites: take GEO-200.

German

GER-101 Elementary German I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II (3.00 cr.)
(Spring, Course Offered Every Year)

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisites: take GER-101.

GER-205 Intermediate German I (3.00 cr.)
(Fall, Course Offered Every Year)

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisites: take GER-102.

GER-206 Intermediate German II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisites: take GER-205.

GER-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: take GER-205 GER-206.

GER-306 Advanced German Grammar (3.00 cr.)
(Varies-Contact Dept. Head)

Study of complex grammar structures designed to improve students' writing skills. Required of all German majors and minors. Prerequisites: take GER-205 GER-206.

GER-307 Advanced Conversation (3.00 cr.)
(Varies-Contact Dept. Head)

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: take GER-205 GER-206.

GER-366 Advanced German Reading (3.00 cr.)
(Varies-Contact Dept. Head)

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: take GER-205 GER-206.

Health

HED-100 Contemporary Health Issues (2.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 First Aid (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Additional fee assessed.

HED-282 Preven. & Care of Movement Inj (2.00 cr.)
(Spring, Course Offered Every Year)

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

HED-320 Our Bodies-Our Lives (3.00 cr.)*(Varies-Contact Prog. Director)*

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes. Also offered as SOC-320.

History

HIS-101 Emergence of Western Civ. (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-103 The World in the 20th Century (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will examine key events, issues and developments in the 20th century world predominantly from the perspective of non-Western cultures. It will pay particular attention to the issues of European imperialism and de-colonization; the application of Western ideologies of liberalism, communism, and nationalism in non-Western settings; and economic and cultural globalization. Case studies will demonstrate differing responses

to the challenges of modernization in the 20th century.

HIS-200 Intro to Latin American His (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 (3.00 cr.)*(Fall and Summer, Course Offered Every Year)*

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 (3.00 cr.)*(Spring, Course Offered Every Year)*

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries.

HIS-250 Introduction to Archaeology (3.00 cr.)*(Fall, Course Offered Every Year)*

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some of the more famous archaeological discoveries including Lucy, King Tut's tomb, and also discuss more contemporary discoveries such as New York City's African burial ground and Blackbeard's Queen Anne's Revenge. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze several local archaeological sites and reconstructions.

HIS-281 Intro to African History (3.00 cr.)*(Fall, Course Offered Every Year)*

This course will introduce students to the history of the African continent, including the modern country of

South Africa. It will survey the fundamental elements of societal organization, the emergence of major kingdoms such as Great Zimbabwe and the Zulu, the impact of the discovery of diamonds and gold, the beginnings of the slave trade, the imposition of European colonialism, the emergence of apartheid, and the problems of Africa's newly independent states.

HIS-282 The Modern Middle East (3.00 cr.)
(Fall, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as POL-282.

HIS-300 Introduction to Public History (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 English History Since 1485 AD (3.00 cr.)
(Varies-Contact Dept. Head)

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

HIS-304 Greek and Roman History (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-306 Russia in the 20th Century (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the political, social, and cultural development of Russia and the Soviet Union across the 20th century.

HIS-308 Twentieth Century Europe (3.00 cr.)
(Fall, Even-Numbered Years Only)

War, revolution, more war, genocide, the threat of nuclear annihilation, the collapse of Communism and the Russian Empire: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

HIS-310 Modern China (3.00 cr.)
(Varies-Contact Dept. Head)

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

HIS-311 Modern Japan (3.00 cr.)
(Varies-Contact Dept. Head)

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world.

HIS-312 India: Past and Present (3.00 cr.)
(Varies-Contact Dept. Head)

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world

today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History (3.00 cr.)
(Spring, Even-Numbered Years Only)

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-319 Contemporary American History (3.00 cr.)
(Spring, Even-Numbered Years Only)

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, women's rights, and democracy.

HIS-325 Asian Civilizations (3.00 cr.)
(Varies-Contact Dept. Head)

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

HIS-330 US & the World in the 20th Century (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course before she undertakes HIS-499, Senior Research,

and HIS-495, Senior Seminar.

HIS-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387.

HIS-495 Senior Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A culminating seminar that brings together work done across the major, builds upon HIS-334 and links to Senior Research in History, HIS-498 and HIS-499. Students will review schools of historical interpretation and methods of historical research and then apply these to an ongoing analysis of contemporary developments

both national and international. They will improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Students should take HIS-495 at the same time they pursue Senior Research in History, HIS-498 or HIS-499. May be taken without prerequisite course with permission of the instructor. Prerequisites: take HIS-334.

HIS-498 Honors Thesis in History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for HIS-498. During the semester in which she writes the honors thesis, she should also take HIS-495. Prerequisites: take HIS-334.

HIS-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The faculty director must approve a preliminary research proposal before the student can pre-register for this course. Students should take HIS-495, Senior Seminar, during the same semester that they take Senior Research. Required of senior history majors and open to junior majors with permission of the department head. May be repeated for credit for a total of six hours. Prerequisites: take HIS-334.

HIS-520 History of North Carolina (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

HIS-764 The Teaching of Social Studies (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the methods required for teaching grades

6-9, and grades 9-12, social studies. May not count toward a major.

Interior Design

ID-142 Hist of Arch. Interior & Furn. (3.00 cr.)
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART-142.

ID-144 Interior Design I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144.

ID-243 ID Drafting & Presentation (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Prerequisites: take ID-144.

ID-244 Interior Design II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Prerequisites: # take ID-144 ID-243 # take ART-101 or ART-105.

ID-245 Housing Issues (3.00 cr.)
(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preser-

vation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Materials (3.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments and upholstered furniture.

ID-248 Technology Applic. for ID (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: take ID-144.

ID-299 Intro to Research in Int. Des. (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Interior Design. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and/or presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take ID-144.

ID-343 Construction Technology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: take ID-144 ID-244.

ID-344 Interior Design III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the

handicapped and elderly. Six studio hours per week. Prerequisites: take ID-144 ID-243 ID-244.

ID-348 Interior Lighting Design (3.00 cr.)
(Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: take ID-144 ID-243 ID-244.

ID-443 Professional Practices in ID (3.00 cr.)
(Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Prerequisites: take ID-144 ID-243 ID-244 ID-344.

ID-444 Interior Design IV (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Prerequisites: take ID-144 ID-243 ID-244 ID-343 ID-344.

ID-447 Contract Interior Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: take ID-144 ID-243 ID-244 ID-344.

ID-448 Special Problems in CADD (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: take ID-248.

ID-498 Honors Thesis in Interior Dsgn (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

ID-499 Research in Interior Design (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Interior Design. The research experience will culminate in a paper and/or presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: take ID-244.

Interdisciplinary Studies

IDS-100 Appreciation of Fine Arts (3.00 cr.)
(Varies-Contact Dept. Head)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-110 Information Research & Tech. (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Hands-on use of the computer network and library information resources in all formats [including e-mail, internet, computerized catalogues and indexes, and print resources]. Students learn to find, evaluate and

use information. A CamNet account is required. Pass/Fail grading only.

IDS-200 Women's Odyssey (3.00 cr.)
(Spring, Course Offered Every Year)

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

IDS-280 China Today (3.00 cr.)
(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-300 Arts, Artifacts & Culture-Eur. (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied. The journal that students are required to keep for this course is generally their principal artifact from the summer. It, in combination with the students' photographs, has proven to be the favorite souvenir of the summer abroad.

IDS-301 Arts, Artifacts & Culture-UK (3.00 cr.)*(Meredith Abroad, Course Offered Every Year)*

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. The journal that students are required to keep for this course is generally their principal artifact from the summer. It, along with the students' photographs, has proven to be the favorite souvenir of the summer abroad.

Italian**ITA-101 Elementary Italian I (3.00 cr.)***(Fall, Course Offered Every Year)*

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II (3.00 cr.)*(Spring, Course Offered Every Year)*

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: take ITA-101.

ITA-299 Intro to Research in Italian (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions

she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: take 3 credits; from Subject ITA; from Level 200.

ITA-498 Honors Thesis in Italian (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the honors student investigates an aspect of Italian language, literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: take 6 credits; from Subject ITA; from Level 300.

ITA-499 Jr. & Sr. Research in Italian (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: take 3 credits; from Subject ITA; from Level 300.

Latin**LAT-101 Elementary Latin I (3.00 cr.)***(Fall, Course Offered Every Year)*

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each

week.

LAT-102 Elementary Latin II (3.00 cr.)
(*Spring, Course Offered Every Year*)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisites: take LAT-101.

LAT-205 Intermediate Latin I (3.00 cr.)
(*Fall, Course Offered Every Year*)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisites: take LAT-102.

LAT-206 Intermediate Latin II (3.00 cr.)
(*Spring, Course Offered Every Year*)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisites: take LAT-205.

Legal Studies

LEG-400 Legal Survey (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Paralegal Program is required to enroll. Instructor's consent required.

LEG-401 Legal Research (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Instructor's consent required. Prerequisites: take LEG-400.

Mathematics

MAT-090 Intermediate Algebra Review (2.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-120 Finite Mathematics (3.00 cr.)
(*Fall, Spring, and Summer, Course Offered Every Year*)

A study of numbers, sets, probability, simple and compound interest, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines. Credit in this course is not given to students who already have credit for MAT-144 or MAT-211.

MAT-130 Exploring With Mathematics (3.00 cr.)
(*Fall, Spring, and Summer, Course Offered Every Year*)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: set theory, probability, visual representation of information, geometry, and graph theory.

MAT-141 College Algebra (3.00 cr.)
(*Fall, Spring, and Summer, Course Offered Every Year*)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The course will emphasize the use analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-211 Calculus I (4.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. May be taken without prerequisite courses with department's permission. Prerequisites: take 1 group (take MAT-141 MAT-143 /take MAT-144).

MAT-212 Calculus II (4.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. May be taken without prerequisite with department's permission. Prerequisites: take MAT-211.

MAT-220 Linear Algebra (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of vector spaces, linear transformations, matri-

ces, determinants, and their applications. Students will use calculators and computer packages. Prerequisites: take MAT-211.

MAT-245 Statistics I (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. May be taken without prerequisites with department's consent. Prerequisites: take MAT-120 MAT-141 or MAT-144.

MAT-250 Intro Mathematical Reasoning (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. MAT-211 is a recommended prerequisite.

MAT-262 Discrete Mathematics (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC-262. May be taken without prerequisites with department's consent. Prerequisites: take MAT-141 MAT-143 or MAT-144.

MAT-264 Topics in Math-Mid Grd Lic (1.00-2.00 cr.)*(Fall, Course Offered Every Year)*

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Instructor's consent required.

MAT-290 Honors Math Lab (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisites: take MAT-211. Corequisite courses: MAT-211.

MAT-299 Intro to Mathematics Research (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT-313 Calculus III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisites: take MAT-212.

MAT-321 Modern Abstract Algebra (3.00 cr.)
(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisites: take MAT-250.

MAT-334 Modern College Geometry (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction,

and proof to study geometric systems. Prerequisites: # take MAT-250 # take 3 courses from Subject MAT except courses MAT-120 MAT-130 MAT-141 MAT-143 MAT-144.

MAT-340 Probability and Statistics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: take MAT-212 MAT-245.

MAT-345 Statistics II (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes linear models [simple and multivariate], analysis of variance, and regression analysis [linear and non-linear]. Application of these topics will be drawn from business, economics, the social sciences, biology and other areas. Students will use statistical analysis technology. Prerequisites: take MAT-245 or PSY-200.

MAT-348 Non-Parametric Statistics (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative [nominally scaled] and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical analysis technology. Prerequisites: take MAT-245 or PSY-200.

MAT-354 Differential Equations (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisites: take MAT-212.

MAT-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equa-

tions, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC-360. Prerequisites: take MAT-212.

MAT-362 Topics in Discrete Mathematics (3.00 cr.)
(*Spring, Odd-Numbered Years Only*)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-410 Advanced Calculus (3.00 cr.)
(*Spring, Course Offered Every Year*)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: take MAT-250 MAT-313.

MAT-415 Topics in Analysis (3.00 cr.)
(*Fall, Course Offered Every Year*)

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisites: take MAT-250 MAT-313.

MAT-425 Topics in Algebra (3.00 cr.)
(*Spring, Odd-Numbered Years Only*)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology (3.00 cr.)
(*Spring, Even-Numbered Years Only*)

Topics chosen from the areas of geometry or topology. Prerequisites: take MAT-250.

MAT-490 Senior Seminar (3.00 cr.)
(*Fall, Course Offered Every Year*)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Open to seniors only.

MAT-498 Honors Thesis in Mathematics (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics (1.00-3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-764 Methods Secondary/Middle Math (3.00 cr.)
(*Fall, Course Offered Every Year*)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. Instructor's consent required.

Medieval & Renaissance Studies

MRE-201 Pilgrims, Poets, and Prophets (3.00 cr.)
(*Fall, Course Offered Every Year*)

The pilgrimage route of medieval Europe lends structure to this exploration of the culture and civilization of the Middle Ages. The course focuses on France but also considers England, Italy, and Spain. Along the way, students explore selected works of architecture and oral literature, for example, the "Chanson de Roland" or the romances of "Tristan and Yseut;" discover the art of memory as prologue to a study of writing and the design

and production of books; consider the birth of the university and early forms and programs of academic study; and evaluate the clash of Christian and Islamic values. Excerpts from the works of Calabrian poet Joachim of Flora provide insight into medieval notions of history, the Endtime, and the Other. Required of all Medieval and Renaissance Studies minors. Must be completed prior to enrollment in a research course, or must be 3 of the last 9 hours taken to satisfy requirements for the minor.

MRE-299 Intro Rsrch in Med/Ren Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: take MRE-201.

MRE-498 Honors Thesis Med/Ren Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the honors student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: take MRE-201.

MRE-499 Research in Med/Ren Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and, as a culminating experience for the minor, prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Students wishing to build on an earlier research experience in medieval and renaissance studies or to begin a new topic of personal or academic interest may repeat this course for

credit for a maximum of 6 credit hours. Permission of the Medieval and Renaissance Studies Program Coordinator and Junior or senior standing required. Prerequisites: take MRE-201.

Applied Music

MUA-040 Beginning Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-041 Intermediate Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent. Prerequisites: take MUA-040.

MUA-044 Preparatory Piano (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-050 Beginning Class Voice (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-054 Preparatory Voice (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-060 String Instruments (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Practical study of string instruments with emphasis on the violin, including teaching methods.

MUA-068 Guitar Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-070 Woodwind Techniques (2.00 cr.)
(Spring, Course Offered Every Year)

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques [such as muting, double-tonguing, etc.] are demonstrated.

MUA-080 Brass & Percussion Techniques (2.00 cr.)
(Fall, Course Offered Every Year)

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments [tambourine, triangle, etc.] and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

MUA-105 Composition (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-146 Harpsichord I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-154 Voice I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accolay; sonatinas by Schubert.

MUA-165 Viola I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-166 Cello I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-167 Double Bass I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-168 Guitar I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani. May be taken without course prerequisite with instructor's consent. Prerequisites: take MUA-068.

MUA-174 Flute I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-175 Clarinet I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-176 Oboe I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-177 Saxophone I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-178 Bassoon I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-179 Harp I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Private lessons in harp, including technical studies and repertoire appropriate to the student's level of advancement.

MUA-184 Trumpet I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Private lessons in trumpet, including technical studies and repertoire appropriate to the student's level of advancement.

MUA-185 French Horn I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Private lessons in French Horn, including technical studies and repertoire appropriate to the student's level of advancement.

MUA-186 Percussion I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Private lessons in percussion instruments, including technical studies and repertoire appropriate to the student's level of advancement.

MUA-189 Percussions I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-205 Composition II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)
 Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-246 Harpsichord II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-254 Voice II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-265 Viola II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-266 Cello II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-267 Double Bass II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-268 Guitar II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)
 Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA-274 Flute II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-275 Clarinet II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-276 Oboe II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-277 Saxophone II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-278 Bassoon II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-284 Trumpet II (1.00-4.00 cr.)

MUA-285 French Horn II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-289 Percussions II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-290 Sophomore Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-305 Composition III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-344 Piano III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.

MUA-345 Organ III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

MUA-346 Harpsichord III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-354 Voice III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA-364 Violin III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA-365 Viola III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-366 Cello III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-367 Double Bass III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-368 Guitar III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA-374 Flute III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-375 Clarinet III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-376 Oboe III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-377 Saxophone III 1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-378 Bassoon III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-389 Percussions III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-390 Junior Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Recital fee assessed.

MUA-391 Lecture-Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

Recital fee assessed.

MUA-405 Composition IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-444 Piano IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

MUA-445 Organ IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.

MUA-446 Harpsichord IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-454 Voice IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued, stressing flexibility. Total repertory [MUA-154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

MUA-464 Violin IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Scales in thirds and octaves; etudes by Rode and Gaviniés; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

MUA-465 Viola IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-466 Cello IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-467 Double Bass IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-468 Guitar IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.

MUA-474 Flute IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-475 Clarinet IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-476 Oboe IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-477 Saxophone IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-478 Bassoon IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-489 Percussions IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-490 Graduation Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final

year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.

MUA-491 Graduation Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. For the Bachelor of Arts candidate, a culminating project which combines research and performance may be substituted for a solo or shared recital. This substitution may be made upon recommendation of the faculty. Recital fee assessed.

Music Ensembles

MUE-134 Meredith Chorus (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

MUE-136 Accompanying Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-232 Flute Ensemble (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-233 Chamber Music Ensemble (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-235 Raleigh Concert Band (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Instructor's consent required.

MUE-236 Accompanying (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) accompany lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons. Prerequisites: take MUE-136.

MUE-237 String Ensemble (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-238 Meredith Orchestra (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A select group of about 35 singers who represent the College on campus and on tour. By audition only. Instructor's consent required.

MUE-335 Vocal Ensemble: Encore! (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Instructor's consent required. Corequisite courses: MUE-334.

MUE-336 Piano Ensemble (1.00 cr.)*(Varies-Contact Dept. Head)*

Study of works for piano, four hands or two pianos. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Instructor's consent required.

Music

MUS-100 Elem. Theory & Composition (3.00 cr.) (Fall, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.

MUS-101 Elem. Theory & Composition (3.00 cr.) (Spring, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisites: take MUS-100.

MUS-140 Elementary Keyboard (1.00 cr.) (Fall, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transportation of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered.

MUS-141 Elementary Keyboard (1.00 cr.) (Spring, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transportation of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: take MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.) (Fall, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training (1.00 cr.) (Spring, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisites: take MUS-150.

MUS-202 Advanced Theory & Composition (3.00 cr.) (Fall, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: take MUS-101.

MUS-203 Advanced Theory & Composition (3.00 cr.) (Spring, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: take MUS-202.

MUS-214 Music Appreciation (3.00 cr.) (Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-215 Music Literature (2.00 cr.)
(Spring, Course Offered Every Year)

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

MUS-220 Pedagogy I (2.00 cr.)
(Spring, Course Offered Every Year)

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area as needed. Prerequisites: take MUS-101 MUS-215.

MUS-242 Intermediate Keyboard (1.00 cr.)
(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: take MUS-141.

MUS-243 Intermediate Keyboard (1.00 cr.)
(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: take MUS-242.

MUS-244 Fundamental Concepts of Music (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Vocabulary, basic music notation, and general concepts of music will be introduced through a beginning study of piano, autoharp chording, singing fundamentals, and recorder. Required of all K-6 licensure students.

MUS-252 Intermediate Ear-Training (1.00 cr.)
(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: take MUS-151.

MUS-253 Intermediate Ear-Training (1.00 cr.)
(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: take MUS-252.

MUS-256 Phonetics/Singers-Eng & Ita (1.00 cr.)
(Spring, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-257 Phonetics/Singers-French (1.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of French. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-258 Phonetics/Singers-German (1.00 cr.)
(Spring, Even-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of German. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-299 Intro to Research in Music (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in music and who would like to work individually with a faculty member on a project involving research, performance, or other creative endeavor in music. In con-

junction with a faculty member, the student will formulate and execute a project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: take MUS-100 or MUS-215.

MUS-300 Beginning Conducting (2.00 cr.)
(Fall, Course Offered Every Year)

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Prerequisites: take MUS-101.

MUS-301 Choral Conducting & Literature (2.00 cr.)
(Spring, Course Offered Every Year)

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: take MUS-300.

MUS-302 Instrumental Conducting (2.00 cr.)
(Spring, Course Offered Every Year)

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisites: take MUS-300.

MUS-304 Instrumentation (1.00 cr.)
(Fall, Course Offered Every Year)

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisites: take MUS-202.

MUS-306 Orchestration (2.00 cr.)
(Spring, Course Offered Every Year)

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisites: take MUS-304.

MUS-308 Choral Arranging (2.00 cr.)
(Spring, Course Offered Every Year)

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisites: take MUS-202.

MUS-310 Medieval and Renaissance Music (2.00 cr.)
(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: take MUS-101 MUS-215.

MUS-311 Baroque Music (2.00 cr.)
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the Baroque period [1600-1750], including analysis, composition in specific styles, performance, and listening. An overview of jazz studies and jazz theory is related to Baroque practices. Prerequisites: take MUS-101 MUS-215.

MUS-312 Classic and Romantic Music (2.00 cr.)
(Fall, Course Offered Every Year)

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1720-1900], including analysis, composition, performance, and listening. Prerequisites: take MUS-101 MUS-215.

MUS-313 Twentieth Century Music (2.00 cr.)
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the 20th

century, including analysis, composition, performance, and listening. Prerequisites: take MUS-101 MUS-215.

MUS-314 Literature of Applied Music (2.00 cr.)
(Varies-Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area as needed. Faculty and student performances of representative compositions will be incorporated.

MUS-321 Pedagogy II (2.00 cr.)
(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Prerequisites: take MUS-101 MUS-215.

MUS-322 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

MUS-395 History and Liturgies (2.00 cr.)
(Varies-Contact Dept. Head)

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

MUS-396 Hymnology (2.00 cr.)
(Varies-Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship.

MUS-397 Organization & Administration (2.00 cr.)
(Varies-Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the

music director to the clergy, staff, and congregation of the church.

MUS-423 Pedagogy III (2.00 cr.)
(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week.

MUS-424 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

MUS-425 Seminar/Internship (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

MUS-455 Opera Workshop (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. May be repeated for credit.

MUS-494 Seminar in Music Literature (2.00 cr.)
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-495 Seminar in Theory (2.00 cr.)
(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Prerequisites: take MUS-203.

MUS-496 Seminar in Musical Theatre (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Prerequisites: take THE-114.

MUS-498 Honors Thesis in Music (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-499 Research in Music (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior music majors or others with permission. In conjunction with a music faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity culminating in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: # take MUS-203 # take 4 credits from courses MUS-310 MUS-311 MUS-312 MUS-313.

MUS-503 Advanced Conducting (2.00 cr.)
(Varies-Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS-506 Computers and Music (2.00 cr.)
(Varies-Contact Dept. Head)

An introduction to the world of computers and music applications to computing, including programming, flowcharting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources.

MUS-720 Materials & Methods in Ele Sch (2.00 cr.)
(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: take MUS-101 MUS-151.

MUS-721 Materials & Methods in Mid Sch (2.00 cr.)
(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: take MUS-101 MUS-151.

MUS-722 Materials & Methods in Sec Sch (2.00 cr.)
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: take MUS-101 MUS-151.

MUS-723 Instr Materials & Methods (2.00 cr.)
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

MUS-744 Music in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisites: take IDS-100.

Physical Education

PED-110 Beginning Swimming (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water. Activity fee assessed.

PED-113 Synchronized Swimming I (1.00 cr.) *(Fall, Course Offered Every Year)*

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

PED-121 Aerobic Dance-Cardio Funk (1.00 cr.) *(Varies-Contact Dept. Head)*

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

PED-124 Strength Training (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED-125 Aquatic Fitness (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course.

PED-126 Muscle Strength and Stretch (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands, tubes, resistance and medicine balls.

PED-127 Conditioning (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to Cybex strength machines and free weights, as well as cardiovascular equipment such as bikes, skiers, climbers, treadmills, and transports.

PED-140 Archery (1.00 cr.) *(Varies-Contact Dept. Head)*

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED-141 Beginning Badminton (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve], rules and strategies for singles and doubles play, and in-class competition.

PED-142 Beginning Bowling (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A beginning course which includes instruction in basic

tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition.

PED-147 Beginning Fencing (1.00 cr.)
(Varies-Contact Dept. Head)

The art of sword play will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga (1.00 cr.)
(Varies-Contact Dept. Head)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-157 Country Line Dance (1.00 cr.)
(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157.

PED-161 Beginning Basketball (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball (1.00 cr.)
(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball (1.00 cr.)
(Varies-Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-210 Intermediate Swimming (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course with emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills.

PED-212 Scuba Diving (1.00 cr.)
(Varies-Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification.

Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-220 Advanced Cross Training (1.00 cr.)
(Varies-Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities.

PED-228 Kick Boxing Aerobics (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included. *

PED-232 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to flag football, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee. Also offered as ESS-215.

PED-241 Intermediate Badminton (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: take PED-141.

PED-242 Intermediate Bowling (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: take PED-142.

PED-243 Intermediate Golf (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: take PED-143.

PED-246 Intermediate Tennis (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: take PED-146.

PED-249 Intermediate Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: take PED-149.

PED-310 Swim Conditioning (1.00 cr.)
(Varies-Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. May be taken without prerequisite course with instructor's consent. Prerequisites: take PED-210.

PED-311 Lifeguard Training (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor (2.00 cr.)
(Spring, Course Offered Every Year)

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Pass/fail grading only. Prerequisites: take PED-113.

PED-346 Advanced Tennis (1.00 cr.)
(Varies-Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. May be taken without course prerequisite with instructor's consent. Prerequisites: take PED-246.

PED-349 Advanced Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: take PED-249.

PED-471 Intercollegiate Basketball (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-472 Intercollegiate Soccer (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-475 Intercollegiate Volleyball (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-476 Intercollegiate Tennis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-477 Intercollegiate Fastpitch Softball (2.00 cr.)
(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season [2 hours, spring]. Must be a full time Meredith student to participate. Pass/fail grading only.

Philosophy

PHI-105 Philosophy of Religion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as REL-105.

PHI-201 Introduction to Philosophy (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisites: take ENG-111.

PHI-210 Critical Thinking (3.00 cr.)
(Varies-Contact Dept. Head)

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of the their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-251 Ancient Greek Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

PHI-344 Biomedical Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the

biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as REL-344.

PHI-345 Environmental Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as REL-345.

Physics

PHY-100 Principles of Physical Science (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications.

PHY-202 Introduction to Astronomy (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides an introduction to basic astrono-

my. Topics include the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a “hands-on” component in which the student constructs and takes data with simple astronomical instruments.

PHY-211 General Physics I (3.00 cr.)
(Fall, Course Offered Every Year)

A study of mechanics, thermodynamics, and waves. Three lectures per week. High school physics or PHY-100 is strongly recommended as a prerequisite to this course. Prerequisites: take MAT-211. Corequisite courses: PHY-241.

PHY-212 General Physics II (3.00 cr.)
(Spring, Course Offered Every Year)

A study of electricity, magnetism, optics and modern physics. Three lectures a week. Prerequisites: take PHY-211 PHY-241. Corequisite courses: PHY-242.

PHY-241 General Physics I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite courses: PHY-211.

PHY-242 General Physics II Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Prerequisites: take PHY-211 PHY-241. Corequisite courses: PHY-212.

PHY-299 Introduction to Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequi-

site for this course. Course may be repeated for a total of three hours credit. Corequisite courses: SCI-299.

PHY-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Prerequisites: take CHE-112 PHY-212 MAT-211.

PHY-499 Research (1.00-2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Prerequisites: take PHY-212.

Political Studies

POL-100 American Political Systems (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

POL-204 Modern Political Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing

and analytic skills. [Required for political studies majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisites: take ENG-111.

POL-210 International Politics (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

POL-282 The Modern Middle East (3.00 cr.)
(Fall, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as HIS-282.

POL-300 Law and Society (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Const & Rights of Americans (3.00 cr.)
(Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-303 Cont Amer Policy & Politics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-305 Intro to Public Administration (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to the field of public administration.

The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War (3.00 cr.)
(Varies-Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Pol (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Econ (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policymaking and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and non-governmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 US & the World in the 20th Century (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-331 Environ. Politics & Policy (3.00 cr.)*(Spring, Even-Numbered Years Only)*

This course will examine the politics and policy of environmental issues both in the United States and globally. We will study the forces and constraints that shape policy at local, state and national levels of government. We will also examine the issues and problems of the global environment and international policy being developed to address those issues. Students will examine and assess proposed solutions to the problems.

POL-340 State & Local Pol Systems (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-341 Colloquium in N.C. Politics (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Corequisite courses: POL-340.

POL-350 Congress and the Presidency (3.00 cr.)*(Spring, Course Offered Every Year)*

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Gov't (3.00 cr.)*(Meredith Abroad, Course Offered Every Year)*

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique

opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL-374 Social Research Principles (3.00 cr.)*(Fall, Course Offered Every Year)*

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as SOC-374. Recommended for students wanting to pursue qualitative research projects. Prerequisites: take SOC-230 SOC-231 or SOC-260.

POL-375 Social Research Meth. & Stats (3.00 cr.)*(Spring, Course Offered Every Year)*

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as SOC-375. Prerequisites: take SOC-230 SOC-231 or SOC-260.

POL-498 Honors Thesis in Political Stu (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and also present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. Prerequisites: take POL-205.

POL-499 Senior Research (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper. Required

of all political studies majors not taking POL-498. Ordinarily taken during the fall semester. Instructor's consent required. Prerequisites: take POL-205.

Psychology

PSY-100 Introduction to Psychology (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception, and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

PSY-120 Stress Management (1.00 cr.) *(Fall and Spring, Course Offered Every Year)*

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisites: take PSY-100.

PSY-200 Statistical Methods in Psych (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Basic computer skills required. Prerequisites: take PSY-100.

PSY-210 Life Span Developmental Psych (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A study of characteristics and changes from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisites: take PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psycho-

analytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisites: take PSY-100.

PSY-299 Intro Research in Psychology (1.00-3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisites: take PSY-100.

PSY-300 Research Methods in Psych (4.00 cr.) *(Fall and Spring, Course Offered Every Year)*

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: take PSY-100 PSY-200.

PSY-310 Psych of Children and Adolesc. (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Prerequisites: take PSY-100.

PSY-312 Psych of Exceptional Indiv. (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course. Prerequisites: take PSY-100 or EDU-234.

PSY-320 Abnormal Psychology (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

A study of the major forms of behavioral pathology

and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisites: take PSY-100.

PSY-324 Conditioning and Behavior Mod. (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, extinction, and the application of these principles in a variety of settings, including societies, institutions [e.g., schools, mental health settings, prisons, etc.], the home, and in the control and modification of one's own behavior. Prerequisites: take PSY-100.

PSY-330 Neuropsychology (3.00 cr.)

(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisites: take PSY-100.

PSY-332 Perception (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisites: take PSY-100.

PSY-334 Animal Behavior (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleoanthropology, primate behavior, and behavior genetics. Prerequisites: take PSY-100.

PSY-340 Community Field Experience (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance

at a biweekly seminar and completion of a written project is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Instructor's consent required. Prerequisites: take PSY-100.

PSY-342 Autism Practicum (2.00-3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. May be repeated for credit. Prerequisites: take PSY-100.

PSY-410 Social Psychology (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisites: take PSY-100.

PSY-420 Theories of Personality (3.00 cr.)

(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Prerequisites: take PSY-100.

PSY-422 Psychological Testing and Eval (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: take PSY-100 PSY-200.

PSY-424 Theory and Practice in Counsel (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before

taking this class. Junior/senior status. Instructor's consent required. Prerequisites: take PSY-100.

PSY-430 History and Systems in Psych (3.00 cr.)
(*Spring, Course Offered Every Year*)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisites: take PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)
(*Fall, Course Offered Every Year*)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisites: take PSY-100.

PSY-440 Special Topics in Psychology (1.00-3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upperclass standing. Topics may include current trends in research and/or professional issues [e.g., multicultural counseling, environmental psychology, research in gerontology]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisites: take PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: take PSY-200 PSY-300.

PSY-499 Research in Psychology (1.00-3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: take PSY-200 PSY-300.

Religion

REL-101 Religions in the United States (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

This course is an exploration of the changing religious landscape of the United States, looking at the history and dynamic interaction of the various religious traditions that compose the contemporary American religious scene. We will explore global religious traditions as expressed in the American context, as well as some culturally specific traditions. Throughout we will maintain a dual focus on how the various religious traditions are changing in the American environment and how America is changing in this new multi-religious context.

REL-102 World Religions (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

An exploration of major eastern and western religious traditions including, but not limited to, Buddhism, Hinduism, Judaism, Christianity, and Islam. In addition to looking at the historical development of such traditions, this course addresses issues concerning current religious practice and the role of major religious traditions in contemporary society.

REL-103 Biblical Lit and History (3.00 cr.)
(*Fall and Spring, Course Offered Every Year*)

A study of the canonical literature of the Jewish and Christian traditions. This course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on acquiring tools from a variety of academic approaches to reading the Bible.

This course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

REL-104 Religious Ethics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the ethical contributions of the religious and philosophical traditions on selected contemporary social issues.

REL-105 Philosophy of Religion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as PHI-105.

REL-262 The Life & Teachings of Jesus (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

REL-265 Prophetic Ele in Biblical Trad (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

REL-266 Pauline Literature (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

A study of the development of early Christian life and thought as found in the work and writings of Paul.

REL-268 Women and the Bible (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the status of women in the Old and New

Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

REL-283 Women in the Christian Trad (3.00 cr.)
(Varies-Contact Dept. Head)

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

REL-284 Sin, Satan, and Evil (3.00 cr.)
(Spring, Course Offered Every Year)

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history.

REL-285 Theology & Contemporary Lit (3.00 cr.)
(Varies-Contact Dept. Head)

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

REL-289 Intro to Christian Theology (3.00 cr.)
(Varies-Contact Dept. Head)

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

REL-297 Contemporary Religious Issues (1.00 cr.)
(Varies-Contact Dept. Head)

Selected topics in religion.

REL-341 Sociology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC-341. Prerequisites: # take REL-100 or REL-103 # take SOC-230 SOC-231 or SOC-260.

REL-342 Psychology of Religion (3.00 cr.)
(Varies-Contact Dept. Head)

A study of the results of psychological analysis of religious experiences.

REL-343 Religion and Law (3.00 cr.)
(Varies-Contact Dept. Head)

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

REL-344 Biomedical Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as PHI-344.

REL-345 Environmental Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be given to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions,

future generations and the broader biotic community. Also offered as PHI-345.

REL-382 History of Christianity (3.00 cr.)
(Varies-Contact Dept. Head)

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

REL-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

REL-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

REL-497 Seminar (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Prerequisites: take 12 credits; from Subject REL.

Science

SCI-299 Research Methods (1.00 cr.)
(Spring, Course Offered Every Year)

This course will use a seminar format to introduce freshmen and sophomore students to the chemical literature, various library search strategies, experimental design strategies, laboratory safety, and technical writing. The course will provide the necessary background for participating in original laboratory research. CHE-111, GEO-200, or PHY-211 are strongly recommended as prerequisites to this course. Either CHE-299, GEO-299, or PHY-299 is a corequisite.

SCI-764 The Teaching of Science (3.00 cr.)
(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction.

Sociology

SOC-230 Principles of Sociology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

SOC-231 Social Problems (3.00 cr.)
(Varies-Contact Prog. Director)

This examination of American Society places an emphasis on the institutional bases of social problems and conflict. Topics include poverty, racism, environmental threat, militarism, crime, and other contemporary challenges. Policies designed to address these problems are explored. Attention is consistently directed to the influences of these social problems on women's lives and to the ways in which women have contributed to constructive solutions.

SOC-260 Cultural Anthropology (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions, and solutions to the challenges of social existence.

SOC-299 Intro to Research in Sociology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research on an issue from a sociological perspective. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: take 3 credits; from Subject SOC; from Level 200.

SOC-320 Our Bodies-Our Lives (3.00 cr.)
(Varies-Contact Prog. Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and

other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes. Also offered as HED-320.

SOC-332 Human Sexuality (3.00 cr.)

(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society.

Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-335 Race and Ethnic Relations (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explained. Prerequisites: take SOC-230 SOC-231 SOC-260 or EDU-232.

SOC-336 Criminology (3.00 cr.)

(Fall, Course Offered Every Year)

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-337 Corrections (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-338 Sociology of Families (3.00 cr.)

(Spring, Course Offered Every Year)

This course will provide students with an overview of the family from a sociology perspective. All of us have been in contact with at least one family, and some of us will be involved in several families throughout our lives. Yet, these families are diverse and complex, similar in some ways and different in many others. While the family is considered to be one of the most private and pervasive social institutions in our society, it also serves a public function as well. Through this course we will explore both the public and private functions of families, as well as the ways in which families have undergone transformations throughout history. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-340 Aging and Retirement (3.00 cr.)

(Fall, Odd-Numbered Years Only)

The physical, psychological, and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-341 Sociology of Religion (3.00 cr.)

(Varies-Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as REL-341. Prerequisites: # take REL-100 or REL-103 # take SOC-230 SOC-231 or SOC-260.

SOC-374 Social Research Principles (3.00 cr.)

(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL-374. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-375 Social Research Meth & Stats (3.00 cr.)
(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as POL-375. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-430 Population Dynamics (3.00 cr.)
(Fall, Course Offered Every Year)

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of peoples fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-431 Social Stratification (3.00 cr.)
(Varies-Contact Dept. Head)

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households, of socially structured groups, and of nations receive specific treatment. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-432 Sociology of Organizations (3.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to explore local, state, national, and global bureaucracies. The emphasis is on social structure, policy, and change in organizational environments. Through analysis of the development and spread of large scale organizations, we understand more fully how the behavior of populations may be controlled. Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another. Prerequisites: take SOC-230 SOC-231 or SOC-260.

SOC-433 Sociology of Education (3.00 cr.)
(Varies-Contact Dept. Head)

This course will analyze the complex mutual influences between education, social class, race, gender, and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU-232 may serve as a prerequisite for students without a 200-level sociology course. Prerequisites: take SOC-230 SOC-231 SOC-260 or EDU-232.

SOC-471 Sociology Service Project (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No less than 50 hours of service must be completed, along with written reports connecting the experiential lessons to central themes or theories in sociology. Pass/Fail grading only. Prerequisites: take 12 credits; from Subject SOC.

SOC-472 Sociology Literature Review (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and minors, and should be taken just prior to SOC-496. Pass/Fail grading only.

SOC-473 Prof Developments in Sociology (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This seminar examines the practice of sociology as a profession and its applications to a variety of careers and situations. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are readings and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail grading only.

SOC-489 Social Theory (3.00 cr.)
(Fall, Course Offered Every Year)

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

SOC-496 Seminar in Sociological Analy (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites: take SOC-374 SOC-375 SOC-472.

SOC-498 Honors Thesis in Sociology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: # take 3 credits from Subject SOC from Level 200 # take SOC-374 SOC-375.

SOC-499 Research in Sociology (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: # take 3 credits from Subject SOC from Level 200 # take SOC-374 SOC-375.

Spanish

SPA-101 Elementary Spanish I (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II (3.00 cr.)
(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: take SPA-101.

SPA-103 Structural Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish for students who had two years of high school Spanish, but who do not qualify for SPA-205. Independent language laboratory work required each week.

SPA-205 Intermediate Spanish I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: take SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion [in Spanish] of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: take SPA-205.

SPA-299 Intro to Research in Spanish (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone literature, culture or civilization of per-

sonal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: take 3 credits; from Subject SPA; from Level 200.

SPA-300 Life and Study Abroad (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-302 Topics in Language and Culture (1.00-3.00 cr.)
(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: take SPA-205 SPA-206.

SPA-303 Civilization of Spain (3.00 cr.)
(Fall, Even-Numbered Years Only)

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music.

SPA-304 Spanish American Civilization (3.00 cr.)
(Fall, Odd-Numbered Years Only)

History of the Hispanic-speaking countries and the impact of their culture in the fields of art, religion, literature and music.

SPA-305 Spanish Phonetics & Phonology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: take SPA-205 SPA-206.

SPA-306 Adv. Grammar, Comp, Linguistics (3.00 cr.)
(Spring, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisites: take SPA-205 SPA-206.

SPA-307 Advanced Conversation (3.00 cr.)
(Spring, Course Offered Every Year)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: take SPA-305 SPA-306.

SPA-308 Readings in Hispanic Lit (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisites: take SPA-205 SPA-206.

SPA-350 Spanish Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take 1 group (take SPA-205 SPA-206 /take SPA-305 SPA-306).

SPA-351 The Development of Poetry (3.00 cr.)*(Fall, Even-Numbered Years Only)*

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis. Selections are read in chronological order, and each poem is situated in its period and literary movement. Selections from both the epic “El Cid” and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inez de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Prerequisites: take SPA-305 SPA-306.

SPA-352 The Development of Theater (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inez de la Cruz, Usigli, Elena Garro, and Garcia Lorca. Prerequisites: take SPA-305 SPA-306.

SPA-353 Development of Short Fiction (3.00 cr.)*(Spring, Even-Numbered Years Only)*

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/near-native speakers of Spanish. Selections will be read in chronological order and will be situated in their own historical and literary periods. A variety of periods and styles will be represented, including such authors as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inez de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Octavio Paz, and Rosario Castellanos. Prerequisites: take SPA-308.

SPA-354 Development of Long Narrative (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A chronological survey of the long Spanish narrative,

covering developments in both the Spanish Peninsula and Latin America. Selected chapters from the proto-novel, “La Celestina,” passages from “Don Quijote,” and excerpts from other novels will be read. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisites: take SPA-308.

SPA-498 Honors Thesis in Spanish (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the honors student investigates an aspect of Spanish language or Hispanophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: take 15 credits; from Subject SPA; from Level 300.

SPA-499 Jr. & Sr. Research in Spanish (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: take 12 credits; from Subject SPA; from Level 300.

Social Work

SWK-235 Child Welfare (3.00 cr.) *(Spring, Course Offered Every Year)*

A study of families in contemporary society with an emphasis on the needs of children, current family problems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty hours of community work at an assigned setting will be required. Prerequisites: take SWK-241 SOC-230 SOC-231 or CD-234.

SWK-240 Pop. At Risk & Social Justice (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

This course introduces students to the consequences of oppression. Content will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. This course will conclude with a look at strategies for social and economic justice and social change.

SWK-241 Intro to Soc Wrk & Soc Welfare (3.00 cr.) *(Fall, Spring, and Summer, Course Offered Every Year)*

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test their interest in social work through completion of 30 hours of volunteer work in a social welfare agency.

SWK-299 Intro Research in Social Work (1.00-3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to

work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: take SWK-241.

SWK-302 Social Policy Analysis (3.00 cr.) *(Spring and Summer, Course Offered Every Year)*

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisites: take SWK-241 POL-100.

SWK-304 Generalist Pract W/Individuals (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

An introduction to the generalist model of social work practice with an emphasis on application of a strengths-based approach to achieve planned change with individuals. The development of professional oral and written communication skills is emphasized as is developing a working understanding of professional values and ethics. Open to social work majors only. Prerequisites: take 1 group (take SWK-241 SWK-307 /take SWK-241 SWK-308).

SWK-305 Generalist Pract W/Families (3.00 cr.) *(Fall and Spring, Course Offered Every Year)*

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and develop and test skills in applying generalist interventive techniques to practice with families. Consideration is given to professional values and ethics and to adaptation of techniques to facilitate work with minority and ethnic families. Open to social work majors only. Prerequisites: take SWK-241 SWK-304 SWK-307 SWK-308.

SWK-307 HBSE: Infancy – Adolescence (3.00 cr.)
(Fall and Summer, Odd-Numbered Years Only)

Use of systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of infancy through adolescence are covered. Prerequisites: take SOC-230 PSY-100 BIO-101. Corequisite courses: SWK-241.

SWK-308 HBSE: Adulthood Thru Aging (3.00 cr.)
(Spring and Summer, Even-Numbered Years Only)

Use of a systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adulthood through aging are covered. Prerequisites: take PSY-100 SOC-230 BIO-101. Corequisite courses: SWK-241.

SWK-309 Research Prin & Stats for SWK (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential and correlation statistics are introduced and students practice application of evaluative research principles and statistics with appropriate computer software. Values and ethics in research are also emphasized. Prerequisites: take SWK-241 PSY-200.

SWK-311 Prep For SWK Field Placement (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skill necessary for a successful field placement experience will be reviewed. Students must complete a pre-placement experience in their field agency. Open to social work majors only. Pass/fail grading only.

Prerequisites: take SWK-304. Corequisite courses: SWK-401.

SWK-401 Gen Pract W/Com, Org, Groups (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The generalist model of social work practice is implemented in the context of organizations, communities, and groups. Students study organizational theory as it relates to social agencies and theories of community and forms of community practice. Group composition, process, and uses in social agency and community settings are covered. Concepts of ethical decision making are introduced and students practice consensus building and work group leadership skills. Open to social work majors only. Prerequisites: take 1 group (take SWK-241 SWK-304 SWK-307 /take SWK-241 SWK-304 SWK-308). Corequisite courses: SWK-311.

SWK-402 Social Work Field Experience (12.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in a qualified social agency. Open to social work majors only. Requires approval of Director of Field Education. Internship fee assessed. Prerequisites: # take SWK-241 SWK-302 SWK-307 SWK-308 SWK-309(92) swK-311 # take SWK-304 SWK-305 SWK-401 minimum grade C. Corequisite courses: SWK-403.

SWK-403 Field Placement Seminar (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Students meet weekly for an integrative seminar designed to assist them in applying social work theory and ethics in social work settings. Students also complete an evaluation of practice research project based on their work in the field placement agency. Written assignments are required to demonstrate integration of knowledge and practice. Open to social work majors only. Requires approval of the Director of Field Education. Instructor's consent required. Corequisite courses: SWK-402.

SWK-405 Selected Topics in Social Work (3.00 cr.)
(Varies-Contact Dept. Head)

The study of topics relevant to social work practice as

determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, medical social work, child welfare, long term care of the aged, and social work in mental health settings.

SWK-498 Honors Thesis in Social Work (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: take SWK-309(92).

SWK-499 Research in Social Work (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: take SWK-309(92).

Theatre

THE-114 Introduction to Theatre (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

THE-130–THE 142 Theatre Practica (1.00 cr. hour for each section, listed below)
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Instructor's consent required for each section listed below.

THE-131 Directing

THE-132 Assistant Directing

THE-133 Lighting

THE-134 Sound

THE-135 Costuming

THE-136 Makeup

THE-137 Stage Management

THE-138 Scenery

THE-139 Design

THE-140 House Management

THE-141 Publicity

THE-142 Box Office

THE-214 Creative Dramatics (3.00 cr.)
(Spring, Course Offered Every Year)

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Observations in area elementary schools and the development of a resource file are required.

THE-224 Acting I (3.00 cr.)
(Spring, Course Offered Every Year)

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system includ-

ing relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work, plus applying the basics of scoring, is also explored. May be taken without prerequisite course with instructor's consent. Prerequisites: take THE-114.

THE-244 Fundamental Concepts — Theatre (1.00 cr.)
(Fall and Spring Course, Offered Every Year)

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized. Required of all K-6 licensure students.

THE-245 Stagecraft (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114.

THE-246 Lighting and Sound (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-245.

THE-247 Costume and Makeup (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-245.

THE-316 Hist. Theatre Classic-Romance (3.00 cr.)
(Fall, Even-Numbered Years Only)

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramat-

ic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisites: take THE-114.

THE-317 Hist Theatre Modern-Contemp (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114.

THE-320 Puppetry (3.00 cr.)
(Spring, Even-Numbered Years Only)

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwrighting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114.

THE-324 Acting II (3.00 cr.)
(Fall, Course Offered Every Year)

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisites: take THE-224(701).

THE-335 Scenic Design and Painting (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and

faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114 THE-245.

THE-350 Modern Drama (3.00 cr.)
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisites: take ENG-201.

THE-425 Directing (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisites: take THE-114.

THE-490 Project: Area of Special. (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization [performance, production, management, etc.]. Instructor's consent required.

THE-496 Seminar in Musical Theatre (3.00 cr.)
(Fall, Odd-Numbered Years Only)

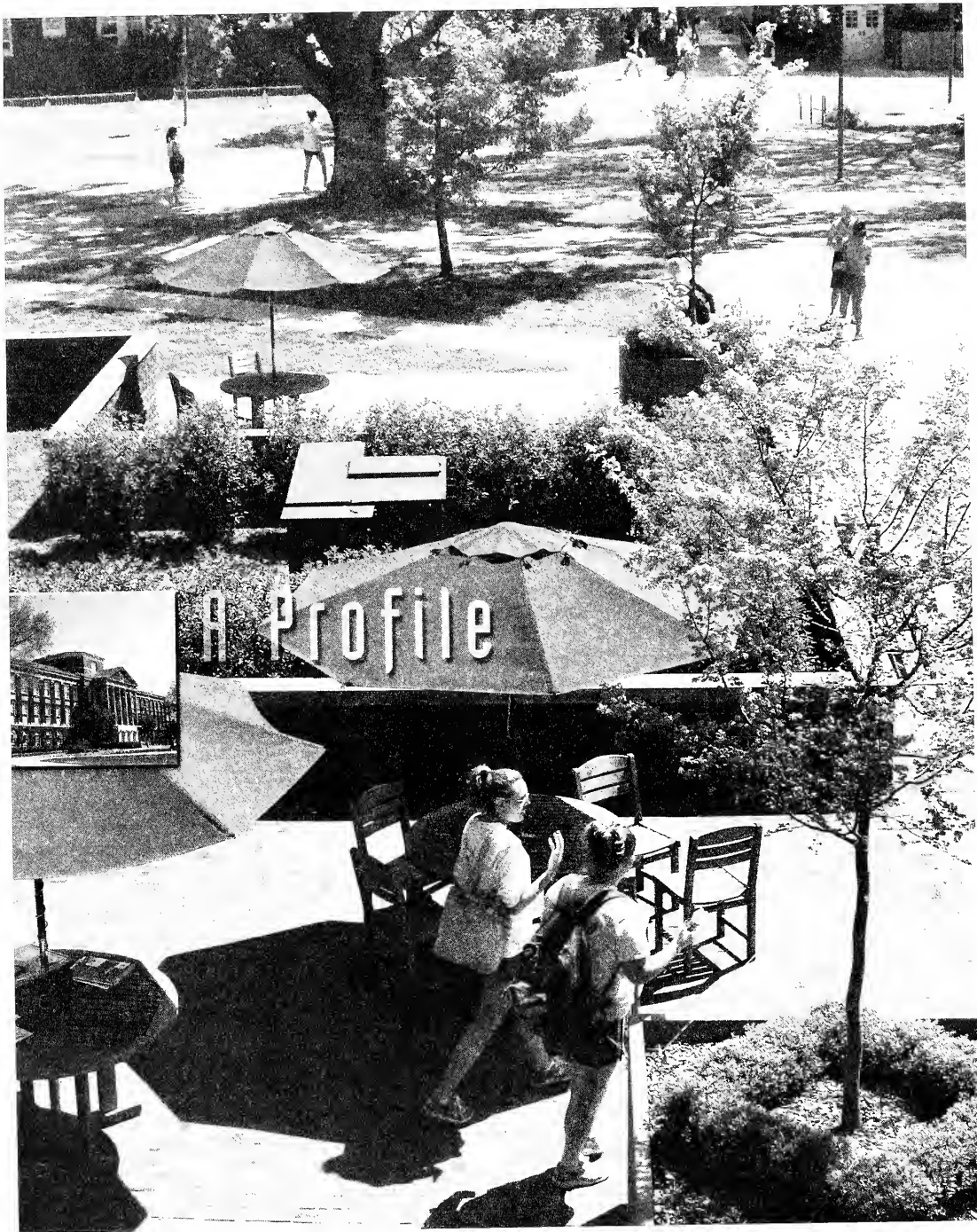
Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisites: take THE-114.

THE-499 Intern: Area of Specialization (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course consists of an internship in theatre management or in production, and an evaluation of the experience under the guidance of an on-campus instructor. the student will work with a theatre company or an arts organization to explore contemporary theatre practices. may be taken without prerequisite courses with instructor's consent. Prerequisite: take THE-144.

THE-735 Methods of Teaching Theatre (3.00 cr.)
(Fall, Course Offered Every Year)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisites: take THE-214.



Meredith is the largest private women's college in the Southeast.

Meredith College History

Historic Statement of Purpose

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

History of the College

The rich heritage enjoyed by the Meredith student of today began in 1835, when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a “school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences.” Baptist Female University was chartered in 1891; students were first accepted in 1899. Ten years later it was named Meredith College, for its founder. Its campus, originally located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926.

Meredith’s seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; John Edgar Weems, January 1972-1999; and Maureen Hartford, 1999-present.

College Directory

The Corporation, 2003

Officers

Maureen A. Hartford
President

N. Jean Jackson
Vice President for Student Development
(also serves as secretary)

Connie L. Harris
Vice President for Institutional Advancement

Rosalind R. Reichard
Vice President for Academic Affairs

William F. Wade, Jr.
Vice President for Business and Finance
(also serves as treasurer)

Board of Trustees

Officers

Michelle Rich
Chair

Gene Langley
Vice Chair

Alex Holmes
Vice Chair, Business and Finance

Gary Trawick
Vice Chair, Board Affairs

Suzanne Reynolds
Vice Chair, Academic and Campus Life

Virginia Parker
Outreach

Executive Committee

Michelle Rich
Chair

Gene Langley
Vice Chair

George Griffin

Jeff Hockaday

Alex Holmes

Virginia Parker

Earl Pope

Suzanne Reynolds

Lou Tippet

Gary Trawick

Term Expiration June 30, 2004

Jo Ellen Ammons
Raleigh

Renee Dobbins
Durham

Jane Freeman
Wilmington

William Johnson
Raleigh

Virginia Parker
Raleigh

Suzanne Reynolds
Winston-Salem

Tamara Robb
Charlotte

Earl Spangler
Shelby

Paula Stewart
Durham

Gary Trawick
Burgaw

Term Expiration June 30, 2005

Yvette Brown
Chambersburg, PA

Hope Connell
Raleigh

Leo Daughtry
Smithfield

Robert Eaves
Chapel Hill

George Griffin
Havelock

Alex Holmes
Raleigh

Judith LeGrand
Raleigh

Abraham Oudeh
Dunn

Michelle Rich
Raleigh

Lou Tippet
Fayetteville

Term Expiration June 30, 2006

Elizabeth Beam
Raleigh

Anne Dahle
Raleigh

Gigi Giersch
Raleigh

Ann Goodnight
Cary

Jeff Hockaday
Cary

Gene Langley
Raleigh

Earl Pope
Charlotte

Joyce Porter
Elizabeth City

Carol Sloan
Raleigh

Ed Vick
Raleigh

Term Expiration June 30, 2007

Sam Ewell
Wendell

Betty Griffin
Raleigh

Ann Hiott
Winston-Salem

Phil Kirk
Raleigh

Ron Withrow
Charlotte

Trustees Emeriti

George V. McCotter
Winston-Salem

Mabel Claire Maddrey
Raleigh

Margaret W. Parker
Winston-Salem

Claude B. Williams, Jr.
Durham

**2003-2004 Alumnae
Association Board of Directors****Executive Committee**

*(Date following name indicates
year of graduation)*

Deborah Dove Smith, '80
President

Suzanne Michele Hage, '90
Vice President for Programs

Evelyn Booth Hughes, '84
Vice President for Development

Dorothy Vaden Ashworth, '73
Vice President for Outreach

Daphne O'Neal-Samuelsson, '97
Secretary

Cindy Ladd Quick, '97
23+ Representative

Lou Perry Tippet, '62
Trustee Representative

Melissa Barakat Boyd, '95
Young Alumna Representative

Lynn Jones Ennis, '75
Past President

Regional Directors

Rebecca Askew, '76
Raleigh, NC

Annette Bailey, '79
Raleigh, NC

Peggy Beale, '77
Norfolk, VA

Nancy Williams Cheek, '63
Chapel Hill, NC

Susan Creech Fowls, '76
Paradise Valley, AZ

Kelly Rimmer Graeber, '85
Greensboro, NC

Marsha McCutchen Hewitt, '73
Bishopville, SC

Samantha Boone Kilpatrick, '93
Cary, NC

Carol Lancaster Milano, '79
Wilton, CT

Pamela Mitchell Riley, '73
Durham, NC

Audrey Locke Shearin, '87
Enfield, NC

Martha Stephenson, '72
Boone, NC

FACULTY, 2002-2003

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Sidney Adkins, Ed.D. (Spring 2001)

Dean, School of Business

B.S., Appalachian State University; M.Ed., Shippensburg State University; Ed.D., University of Virginia

Alan I. Amman, D.B.A. (1990)

Associate Professor of Business

B.S., M.B.A., D.B.A., Mississippi State University.

Lyn G. Aubrecht, Ph.D. (1974)

Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

Rebecca Bailey, Ph.D. (1984)

Dean, School of the Arts

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

Maureen Banker, A.M. (1984)

Associate Professor of Art

A.B., Meredith College; A.M., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

Cynthia Bishop, Ph.D. (1977)

Professor of Social Work

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

Joyce Blackwell-Johnson, Ph.D. (2001)

Assistant Professor of History & Politics

A.M., A.B., University of North Carolina at Chapel-Hill.

M. Tony Bledsoe, Ed.D. (1981)

Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

Suzanne Britt, A.M. (1987)

Assistant Professor of English

A.B., Salem College; A.M., Washington University

Carol Brown, M.S. (1983)

Associate Professor of Physical Education

B.S., Colorado State University; M.S., Smith College.

Lori Ann Brown, Ph.D. (1992)

Associate Professor of Sociology

A.B., University of Louisville; A.M., Temple University; Ph.D., Indiana University.

Martha Burpitt, Ph.D. (1991)

Professor of Human Environmental Sciences

B.F.A., M.F.A., Ph.D., University of Georgia.

Melinda Campbell, Ph.D. (1992)

Professor of Physical Education

B.S., Gardner-Webb College; M.S., Indiana University; Ph.D., University of North Carolina at Greensboro.

Marie Chamblee, Ph.D. (1977)

Dean, School of Health and Human Sciences

B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

V. Glenn Chappell, Ph.D. (1991)

Associate Professor of Business

B.S., North Carolina State University; Ph.D., University of Tennessee.

Kathryn Clark, Ph.D. (1992)

Associate Professor of Human Environmental Sciences

B.S., M.S., Ph.D., UNC-Greensboro.

Margaret Clary, M.Ed. (2001)

Interim Director, Teaching Fellows

A.B., Limestone; M.Ed. Meredith College

Gwendolyn Clay, Ph.D. (1985)

Professor of Mathematics

B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

Carrie Cokely, Ph.D. (2002)*Assistant Professor of Sociology and Social Work*

A.B., Russell Sage College; A.M., Ph.D., Syracuse University

Robin Colby, Ph.D. (1988)*Associate Professor of English*

A.B., Meredith College; A.M. North Carolina State University; Ph.D., Duke University.

Cammev Cole, Ph.D. (2001)*Assistant Professor Mathematics*

B.S., Duke University; M.S., Ph.D., North Carolina State University.

Alyson W. Colwell-Waber, M.F.A. (1984)*Associate Dean for Academic Affairs, Professor of Dance*

B.S., Pennsylvania State University; M.F.A., Arizona State University.

Vilma Concha, Ph.D. (2000)*Assistant Professor of Foreign Languages and Literatures*

Licenciatura, Universidad de Narino, Pasto, Colombia, S.A.; A.M., Ph.D., State University of New York

Mitzi Cook, M.S. (2002)*Assistant Professor of Human Environmental Sciences*

A.B., M.F.A., University of North Carolina at Chapel Hill; M.S., North Carolina State University

Candis Coxe, A.M. (1995)*Assistant Professor of Foreign Languages*

A.B., Bucknell University; A.M., University of North Carolina at Chapel-Hill.

John W. Creagh, Ph.D. (1984)*Associate Professor of Communication*

A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

Jane Crowley, M.F.A. 92001)*Assistant Professor of Human Environmental Sciences*

A.B., Hollins College; M.F.A., Maryland Institute.

Francie Cuffney, Ph.D. (1993)*Assistant Professor of Biology*

A.B., Oberlin College; M.S., University of Louisiana; Ph.D., University of Georgia.

Laura Davidson, M.S.L.S. (2002)*Dean of Library Information Services*

A.B., Wake Forest University; M.S.L.S., University of North Carolina at Chapel Hill

Charles A. Davis, Ph.D. (1967)*Professor of Mathematics*

B.S., M.A.M., Ph.D., North Carolina State University.

Judith Dearlove, Ph.D. (2002)*Associate Professor of English*

A.B., Indiana University; A.M., Ph.D., University of Virginia

Pam Denning, M.S.W. (1999)*Assistant Professor of Sociology and Social Work*

M.S.W., East Carolina University.

Debora DeOliveria, Ph.D. (2000)*Assistant Professor of Foreign Languages and Literatures*

A.B., University of Puerto Rico; A.M., Ph.D., University of Rochester.

Stephanie DeLong, D.M.A., (2001)*Assistant Professor of Music*

Mus.B., University of North Carolina at Greensboro; M.M., Rice University; D.M.A., University of South Carolina.

Christa Devitt, M.F.A. (1999)*Assistant Professor of Theatre*

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro.

Rebecca Duncan, Ph.D. (1997)*Assistant Professor of English*

A.B., A.M., The Ohio State University; A.M., University of South Florida; Ph.D., Florida State University.

Cynthia Edwards, Ph.D. (1991)*Associate Professor of Psychology*

A.B., Wake Forest University; A.M., Ph.D., University of North Carolina at Chapel Hill.

Diane R. Ellis, Ph.D. (1982)
Professor of Human Environmental Sciences

A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

Sarah English, Ph.D. (1979)
Professor of English

A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

Chris Eschbach, Ph.D. (2001)
Assistant Professor of Physical Education

B.S., Western Illinois University; M.S., Ph.D., University of Southern Mississippi.

Doreen Fairbank, Ed.D. (1991)
Associate Professor of Psychology

A.B., A.M., Rutgers University; Ed.D., University of Alabama.

Melinda Fine, M.F.A. (1998)
Assistant Professor of Art

A.B., M.F.A., University of North Carolina at Greensboro

Carol Finley, M.F.A., (2001)
Instructor of Dance

B.E.D.A., North Carolina State University; M.F.A., Ohio State University.

Susan Fisher, Ph.D. (1998)
Assistant Professor of Human Environmental Sciences

B.S., M.S., Florida State University-Tallahassee; Ph.D., University of Tennessee-Knoxville

Linda Fitz-Simons, M.F.A.. (1988)
Associate Professor of Art

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro.

James C.B. Fogle, Ph.D. (1977)
Professor of Music

A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

Clyde C. Frazier, Ph.D. (1982)
Professor of Politics

A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

Lisa Fredenburgh, D.M.A. (1996)
Associate Professor of Music

A.B., Luther College; M.M., M.M., D.M.A., University of Arizona.

Rosalie P. Gates, Ph.D. (1965)
Professor of History

A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

Susan Gilbert, Ph.D. (1966) (1976)
Professor of English

A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

Ann Gleason, M.Ed. (1997)
Dean of Students

A.B., Quincy College; M.Ed., Auburn University

Jane Gleason, Ph.D. (1994)
Associate Professor of Education

B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

Ellen B. Goode, Ed.D. (1976)
Professor of Human Environmental Sciences

B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

Ellen Graden, Ph.D. (1996)
Assistant Professor of Education

A.B., Murray State University; A.M., University of Kentucky; Ph.D., Wright State University.

Eloise Grathwohl, Ph.D. (1990)
Professor of English

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

Larry L. Grimes, Ph.D. (1981)

Professor of Biology

B.S., M.S., Ph.D., North Carolina State University.

Carolyn Happer, Ph.D. (1986)

Associate Professor of History

A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill.

Maureen A. Hartford, Ed.D. (1999)

President

A.B., A.M., University of North Carolina at Chapel Hill; Ed.D., University of Arkansas

Carl Hatchell, M.A.T. (1988)

Assistant Professor of Physical Education

B.S., Mars Hill College; M.A.T., University of North Carolina at Chapel Hill.

Carol Hayes, M.F.A., (2001)

Assistant Professor of Art

B.S., Mary Washington College; M.F.A., University of North Carolina at Greensboro.

Carol Hazard, Ph.D. (1996)

Associate Professor of Chemistry

A.B., University of St. Thomas; M.S., University of Texas; Ph.D., University of North Carolina at Chapel Hill.

David Heining-Boynton, Ph.D. (1989)

Professor of Psychology

A.B., University of South Florida; A.M., Ph.D., The Ohio State University.

Timothy Hendrix, Ph.D. (2002)

Assistant Professor of Mathematics

B.S., Wake Forest University; M.S., M.S. Ph.D., University of Illinois

Amy Hitlin, M.S. (2001)

Director of Academic Advising

A.B., Washington University, M.S. Indiana University.

Carrie Holland, A.M. (1996)

Instructor of Foreign Languages and Literatures

A.B., University of Texas at Austin; A.M., Middlebury University

Jennifer Hontz, Ph.D. (2000)

Assistant Professor of Mathematics

B.S., B.S., Ph.D., North Carolina State University

Rosemary T. Hornak, Ph.D. (1977)

Professor of Psychology

A.B., Wheeling Jesuit University; A.M., Ph.D., The Ohio State University.

Deborah Horvitz, M.S.Ed. (2001)

Director of Graduate Studies

B.S., Boston University; M.S., Lesley College

Linda Hubbard, Ph.D. (2002)

Dean, School of Education

A.B., A.M., North Carolina Central University; Ph.D., Southern Illinois University

R. John Huber, Ph.D. (1974)

Professor of Psychology

A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

Jean Jackson, Ph.D. (1983)

*Vice President for Student Development
Professor of English*

A.B., Meredith College; A.M., Ph.D. University of Illinois.

Alisa Johnson, Ph.D. (1998)

Assistant Professor of English

A.B., Guilford College; A.M., Ph.D., University of North Carolina at Chapel Hill.

Shannon Johnstone, M.F.A. (2002)

Assistant Professor of Art

B.F.A., The School of the Art Institute of Chicago; M.F.A., Rochester Institute of Technology

Sue E. Kearney, A.M. (1966)

*Dean of Enrollment Planning and
Institutional Research*

A.B., Meredith College; A.M., Wake Forest University.

John W. Kincheloe, III, A.M. (1985)

Media Specialist

A.B., University of Richmond; A.M., University of Virginia.

Mary Kirchner, Ph.D. (1999)

Associate Professor of Business

A.B., University of Alabama; A.M. University Of Iowa; Ph.D., University of Tennessee

Virginia Knight, Ph.D. (1987)

Dean, School of Natural and Mathematical Sciences

A.B., DePauw University; A.M., Ph.D., University of Oregon.

Barrett E. Koster, (2000)

Assistant Professor of Computer Science

B.S., Swarthmore College; M.S., Duke University; Ph.D., North Carolina State University.

Mary Kovell, (2000)

Assistant Professor of Physical Education

B.S., M.S., Ball State University

Vivian Kraines, Ph.D. (1979)

Professor of Mathematics

A.B., Ph.D., University of California.

Jerod Kratzer, Ph.D. (1986)

Professor of Education

B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

William Landis, Ph.D. (1996)

Associate Professor of Human Environmental Sciences

B.S., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro.

Alma Lane Lee, M.Ed. (1993)

Director of Teaching Fellows Program

B.S., University of North Carolina at Greensboro; M.Ed., Meredith College.

Malgorata Lee, Ph.D. (2002)

Instructor of Foreign Languages

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill

Charles P. Lewis III, Ph.D. (1980)

Associate Professor of Chemistry

B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

M. Blair Ligon, M.P.D. (2001)

Assistant Professor of Art

A.B., University of Florida; M.P.D., North Carolina State University.

Gray Ligon, Ph.D. (1995)

Associate Professor of Business

B.S., University of Alaska; J.D. University of Puget Sound, M.I.M., American Graduate School of International Management; Ph.D., University of Tennessee.

Rose J. Lippard, M.B.A., J.D. (1989)

Assistant Professor of Business

A.B., Meredith College; M.B.A., American University; J.D., George Washington University.

Kent Lyman, D.M. (2000)

Associate Professor of Music

B.M., University of Utah; M.M., D.M., Indiana University

W. David Lynch, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester; additional study, Akademie "Mozarteum," Salzburg, Austria; Syracuse University; Duke University.

Veronique Machelidon, Ph. D. (2001)

Assistant Professor of Foreign Languages

A.B., Liege university (Belgium); A.M., University of Illinois at Urbana; Ph.D., University of North Carolina at Chapel-Hill.

Peggy Maillet, M.S.W. (2001)*Instructor of Sociology and Social Work*

A.B., Marquette University; M.S.W., Tulane University.

Sharon Malley, A.M. (2001)*Instructor/ Athletic Trainer of Heath and Physical Education*

A.B., California State University at Long Beach; A.M., University of North Carolina at Chapel-Hill.

Allen McAlexander, Ph.D. (2001)*Assistant Professor of Biology*

A.B., B.S., North Carolina State University; Ph. D., Johns Hopkins University.

Claire McCullough, Ph.D. (2002)*Assistant Vice President for Graduate and Professional Studies*

A.B., A.M., Ph.D., University of Maryland

Monica McKinney, Ph.D. (2000)*Assistant Professor of Education*

A.B., Ph.D., University of North Carolina at Chapel Hill

John Mecham, Ph.D. (2000)*Professor of Biology*

B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

John Milewicz, Ph.D. (2002)*Associate Professor of Business*

B.S., M.S., Ph.D., University of Alabama

Beth A. Mulvaney, Ph.D. (1989)*Assistant Professor of Art*

A.B., State University of New York, Buffalo; A.M., Ph.D., University of North Carolina at Chapel Hill.

Jacquelyn Myers, A.M. (2002)*Athletic Director and Assistant Professor of Physical Education B.S., Elon College;*

A.M., East Tennessee State University

Janet Nelson, Ph.D. (2000)*Assistant Professor of Religion*

B.F.A., Emerson College; A.M., University of South Florida; Ph.D., Syracuse University

Carrie Nichols, M.L.S. (1994)*Catalog Librarian*

A.B., M.L.S., North Carolina Central University.

Michael Novak, Ph.D. (1987)*Professor of History*

A.B., Denison University; A.M., Ph.D., Harvard University.

Rebecca J. Oatsvall, Ph.D. (1984)*Professor of Business*

B.S., M.Acc., Ph.D., University of South Carolina.

Mark O'DeKirk, Ph. D. (2001)*Assistant Professor of Psychology*

A.B., North Carolina State University; A.M., Ph. D., University of Alabama.

Allen F. Page, Ph.D. (1973)*Professor of Religion*

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

Frances McCachern Page, Ed.D. (1980)*Professor of Music*

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

Michael Palmer, Ph.D. (1997)*Religion and Philosophy*

A.B., Jacksonville State University; M.Div., Ph.D., Southern Baptist Theological Seminary

Wetonah Parker, Ed.D. (1993)*Associate Professor of Education*

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

James Pearce, Ph. D. (2001)

Associate Professor of English

A.B., A.M., Ph. D., Stanford University.

Lisa Pearce, M.F.A. (1996)

Assistant Professor of Art

A.B., Meredith College; M.F.A. University of North Carolina at Greensboro.

Thomas Pencek, D.B.A. (1998)

Associate Professor of Business

B.S., State University of New York at Fredonia; M.B.A., D.B.A., Mississippi State University.

James Piazza, Ph.D. (1998)

Assistant Professor of History

A.B., Loyola University; A.M., University of Michigan; Ph.D., New York University

Patsy Pierce, Ph.D. (2000)

Assistant Professor of Human Environmental Sciences

A.B., University of North Carolina at Greensboro; M.S., Ph.D., University of North Carolina at Chapel Hill

Brent A. Pitts, Ph.D. (1981)

Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Supérieure de Commerce de Lyon.

Walda Powell, Ph.D. (1995)

Associate Professor of Chemistry

B.S., M.S., Ph.D., North Carolina State University.

Rosalind Reichard, Ph.D. (2000)

Vice President for Academic Affairs

Professor of Mathematics

A.B., Harpur College; M.S., Ph.D., Michigan State University

Robert K. Reid, Ph.D. (1979)

Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

Louise Reiss, Ph.D. (1982)

Professor of Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

Jean Rick, M.S. (1994)

Reference Librarian

A.B., Wittenberg University; A.M., West Texas A&M University; M.S., University of North Carolina at Chapel Hill.

Catherine B. Rodgers, M.F.A. (1988)

Associate Professor of Theatre

A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

Jack Roller, D.M.A. (2000)

Assistant Professor of Music

A.B., M.M., University of Tulsa; D.M.A., University of Kansas

Carla Ross, Ph.D. (1998)

Assistant Professor of Communication

A.B., University of Southern Mississippi; M.A., University of Georgia; Ph.D., University of Southern Mississippi.

Mark Rosso, M.B.A. (1994)

Assistant Professor of Computer Science

A.B., Northwestern University; A.M., Duke University; M.B.A., University of North Carolina at Chapel Hill.

Jody Roubanis, Ed. D (2001)

Assistant Professor of Human Environmental Sciences

B.S., California State University at Long Beach; M.Ed., Ed. D., North Carolina State University.

Alicia A. Schlintz, M.Ed. (1994)

Instructor of Mathematics

B.S., M.Ed., North Carolina State University.

William Schmidt, Ph. D. (2001)

Assistant Professor of Chemistry

B.S., University of Wisconsin; M.S., Ph. D., University of North Dakota.

Julie Schrock, Ph.D. (2002)*Assistant Professor of Education*

B.S., A.M., West Virginia University; Ph.D., University of North Carolina at Chapel Hill

Paul Schuette, Ph.D. (2002)*Assistant Professor of Mathematics*

B.S., Kansas State University; M.S., Ph.D., University of Wisconsin

Judith Schuster, M.S.L.S. (1997)*Assistant Reference Librarian*

A.B., M.S.L.S., University of North Carolina at Chapel Hill

Sheryl Scrimsher, Ph.D. (2002)*Assistant Professor of Human Environmental Sciences*

A.B., Nebraska Wesleyan University; M.Div., Duke University; M.Ed., Ph.D., University of North Carolina at Greensboro

Sherry Shapiro, Ed.D. (1989)*Associate Professor of Dance*

A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

Reginald B. Shiflett, Ph.D. (1978)*Professor of Chemistry*

B.S., Ph.D., University of Virginia.

Nona J. Short, A.M. (1966)*Professor of Photography and Foreign Languages*

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

Bernice T. Shuey, M.B.A., C.P.A., C.M.A. (1982)*Assistant Professor of Business*

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

Doug Spero, A. M. (2001)*Assistant Professor of Communication*

B.F.A., M.F.A., New York Institute of Technology.

Susan Squires, M.S.L.S. (1988)*Reference Librarian*

A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

Eugene M. Sumner, D.S.W. (1973)*Professor of Social Work*

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

Margarita Suarez, M. Div. (2001)*Instructor of Religion and Philosophy*

A.B., Fordham University; M. Div., Harvard Divinity School.

Janice C. Swab, Ph.D. (1992)*Professor of Biology*

B.S. Appalachian State University; M.S., Ph.D., University of South Carolina.

Louise Taylor, Ph.D. (1978)*Professor of English*

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

Martha Jane Terry, M.F.A. (1991)*Associate Professor of Art*

B.F.A., University of North Carolina at Chapel Hill; M.F.A., Tyler School of Art.

Mary L. Thomas, Ph.D. (1982)*Professor of Foreign Languages*

A.B., Ohio University; A.M., Ph.D., University of Michigan; postdoctoral study, University of North Carolina at Chapel Hill.

Deborah Tippet, Ph.D. (1987)*Professor of Human Environmental Sciences*

B.S., M.S., Ph.D., University of North Carolina at Greensboro.

Barbara True-Weber, Ph.D. (1988)

Associate Professor of Politics

A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

Anthony J. Vaglio, Jr., Ph.D. (1977)

Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

Robert L. Vance, Ph.D. (1981)

Professor of Religion and Philosophy

A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

Gregory Vitarbo, Ph.D. (2001)

Assistant Professor of History and Politics

A.B., Drew University; Ph.D., University of Michigan.

William F. Wade, Jr., B.S., C.P.A.

Vice President for Business and Finance

B.S., University of North Carolina at Chapel Hill

Douglas J. Wakeman, Ph.D. (1984)

Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

Edward M. Waller, M.S. (1986)

Technical Services Librarian

A.B., Wake Forest University; A.M., Duke University; M.S., University of North Carolina at Chapel Hill.

W. Garrett Walton, Jr., Ph.D. (1983)

Dean, School of Humanities and Social Sciences

A.B., A.M., Ph.D., University of Virginia.

Kristin Watkins, M.B.A. (1998)

Instructor of Computer Science

B.S., M.B.A., Meredith College

Betty Webb, Ph.D. (1971) (1974)

Professor of English, Director of Study Abroad

A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

Elizabeth A. Weir, Ed.D. (1988)

Professor of Education

B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

Susan B. Wessels, M.B.A., C.P.A. (1978)

Professor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

Ellen Williams, D.M. (1992)

Professor of Music

A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

Patricia N. Willoughby, M.Ed. (1989)

Assistant Professor of Education

A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

Paul Winterhoff, Ph.D. (1995)

Associate Professor of Human Environmental Sciences

A.B., Duke University; M.S., Ph.D., University of North Carolina at Greensboro.

Elizabeth D. Wolfinger, Ph.D. (1992)

Associate Professor of Biology

B.S., Liberty University; Ph.D., North Carolina State University.

Anne York, Ph.D. (1999)

Assistant Professor of Business

B.S., Elon College; M.S., University of North Carolina at Charlotte; Ph.D., North Carolina State University.

Rhonda M. Zingraff, Ph.D. (1979)

Professor of Sociology

B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

Adjunct Faculty, 2002–2003

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Emily Almasy, M.B.A. (2001)

Business

B.S., Appalachian State University; M.B.A., Meredith College

Suzanne Andron, M.L.A. (1988)

Human Environmental Sciences

B.S., Pratt Institute; M.L.A., North Carolina State University.

Wilinda Atchley, A.B. (1987)

Music

A.B., Eastern New Mexico University

Debrah Barish, M.Ag. (1990)

Human Environmental Sciences

B.S., M.Ag. University of Florida.

Ralph Bartell, M.S. (2001)

Business

A.B., A.M., City University of New York

Allen Basala, M.Econ. (2002)

Business

BS and Master of Econ., Penn State University

Denise Bassett, M.B.A. (1998)

Mathematics

B.S., M.B.A., State University of New York at Buffalo.

David Beadle, M.F.A. (1998)

Instructor of Dance

A.B., Manhattanville College; M.F.A., Ohio State University

Richard Beatty, M.F.A. (1989)

Art

B.S., East Carolina University; M.Ed., M.F.A., University of North Carolina at Greensboro.

Fanella Bell, A.M. (2002)

Foreign Languages

A.B., Meredith College; A.M., Ohio State University

Stephen Benko, M. Phil. (2002)

Religion

A.B., Loyola University; A.M., M. Phil., Syracuse University

Mariah Best, M.B.A. (2001)

Business

B.S., SUNY at Binghamton; M.B.A., Meredith College

Ellen Birch, M.Ed. (1997)

Mathematics/Computer Science

B.S., M.Ed., North Carolina State University

Sarah Boone, M.A.T. (Spring 2000)

English

A.B., M.A.T., University of North Carolina at Chapel Hill

Laura Bradford, A.B. (1997)

Physical Education

A.A., Palm Beach Junior College; A.B., Catholic University.

Kristi S. Brewer, A.M. (1994)

Communication

A.B., B.S., Concord College; A.M., Marshall University.

Angie Browning, A.B. (2002)

Health, Physical Education and Dance

A.B., Meredith College

Whitney Cain, A.M. (2002)

Psychology

A.B., University of the South; A.M., Boston University

Anne Calvignac, A.B. (2002)

Foreign Languages

A.B., Meredith College

Lisbeth B. Carter, Mus.M. (1994)

Music

Mus.B., Boston Conservatory of Music; Mus.M., Meredith College.

Joan Certa-Moore, A.B. (2003)

Education

A.B., Meredith College

Janet Cherry, Mus.M. (1988)

Music

Mus.B., Mus.M., Meredith College.

Alma Coefman-Cabeze, A.M. (2002)

Foreign Languages

A.B., J. J. Castro Conservatory; A.M., University of Alberta

Helen Collier, M.Ed. (1999)

Education

A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

Kristin Conrad, M.Ed. (2002)

Human Environmental Sciences

A.B., State University of New York at Cortland; M.Ed., University of North Carolina at Chapel Hill

Rebecca Corbin, M.P.A. (2002)

History and Politics

A.B., Kent State University; M.P.A., The University of Akron

Randolph Cox, Ph.D. (2001)

Foreign Languages and Literatures

A.B., University of Richmond; A.M., Ph. D., University of Wisconsin at Madison

Candis Coxe, A.M. (1995)

Foreign Languages

A.B., Bucknell University; A.M., University of North Carolina at Chapel Hill

Wallace Crumpler, M.L.Sci. (1995)

Biology

B.S., North Carolina State University; M. Life Sciences, North Carolina State University.

John Deal, A.B., (2001)

Business

A.B., University of North Carolina at Charlotte

Karel Difranco, M.S. (1998)

Psychology

B.S., M.S., State University College at Buffalo; M.S., Niagara University.

Susan Drury-Rhoner, M.S. (1999)

Physical Education

A.B., University of California; M.S., California Polytechnic State University.

Janis Dupre, Mus.M. (1994)

Music

Mus.B., Mus.M., Florida State University.

Don Eagle, (1986)

Music

Undergraduate Study, University of North Carolina at Chapel Hill, private study

Kevin Eichner, M.F.A. (2003)

Art

B.F.A., State University College at Buffalo; M.F.A., East Carolina University

Risa Ellovich, Ph.D. (2003)

Sociology

A.B., Chatham College; A.M., Ph.D., Indiana University

Kristy Eubanks, M.B.A. (2001)

Business

A.B., University of North Carolina at Charlotte; M.B.A., Meredith College

Margaret Evans, Mus.D. (1994)

Music

Mus.B, University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

Jennifer Farnham, A.B. (2003)
Health, Physical Education and Dance

A.B., The College of William and Mary

Amy Ferlazzo, A.M. (2002)
Foreign Languages

A.B., Wesleyan University; A.M., University of Connecticut

Dana Friedli, Mus.M. (1994)
Music

Mus.B., Mus.M., Mannes College of Music.

Elliott Gaffer, M.A. T. (Sp. 2000)
Foreign Languages

B.A., University of Massachusetts; M.A.T., Brown University.

Margaret E. Garriss, Mus.M. (1989)
Music

Mus.B., Meredith College; Mus.M., Meredith College.

Jimmy Gilmore, Mus.M. (1994)
Music

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Julliard School of Music.

Lynn Gregorio, Ph.D. (1998)
Mathematics

B.S., M.S., Ph.D., North Carolina State University.

Alice Gurley, M.S. (2003)
Human Environmental Sciences

B.S., M.S., University of North Carolina at Greensboro

Kellie Hagewen, Ph.D. (2001)
Sociology and Social Work

A.B., Adams State College; A.M., Kansas State University; Ph.D., Duke University

Jodi Hall, M.S.W. (2003)
Social Work

B.S.W., North Carolina State University;
 M.S.W., University of North Carolina at Chapel Hill

Alison Hannah, M.A.Ed. (1999)
Physical Education

A.B., University of North Carolina at Charlotte;
 M.A.Ed., East Carolina University

Daniel Harper, A.M. (2003)
Business

B.S., University of Massachusetts; A.M., North Carolina State University

Susan Hartley, M.F.A. (2002)
Health, Physical Education and Dance

A.B., University of North Carolina at Chapel Hill;
 M.F.A., University of North Carolina at Greensboro

Eileen Hemenway, A.M. (2000)
Communication

B.S., A.M., Southern Illinois University

Sharon Hill, A.M. (2002)
Art

A.B., Ohio State University; A.M., Arizona State University

Cynthia Hoban, M.Ed. (1999)
Health, Physical Education and Dance

B.F.A., Ohio State University; M.Ed., North Carolina State University

Ashley Hogan, A.M. (Spring 2001)
English

A.B., Appalachian State University; A.M., North Carolina State University

Judy Holley, Ph.D. (2001)
Business

B.S., Ph.D., Alabama Polytechnic Institute

Amy Hrinsin, A.M. (2001)
Business

A.B., Catawba College; A.M., North Carolina State University

Virginia Hudson, Mus.M. (1981)
Music

Mus.B., University of Texas; Mus.M., North Carolina School of the Arts.

Sarah Huffmann, B.S. (2002)

Health, Physical Education and Dance

B.S., Meredith College

Neil Jacobs, Jr., M.S. (2003)

Chemistry

B.S., University of South Carolina; M.S., North Carolina State University

Paula Januzzi, B.S. (2001)

Human Environmental Sciences

A.A., Notre Dame College of Ohio; B.S., University of Cincinnati

Donna G. Jolly, M.M. (1989)

Music

Mus.B., East Carolina University; M.M., Meredith College.

Alice Jones, M.S. (1994)

Computer Science

B.S., University of Pittsburgh; M.S., Syracuse University.

Pin Pin Jong, M.Mus. (2000)

Music, Communication and Theatre

B.Mus., Meredith College; M.Mus., University of Illinois at Urbana

Sandra Joyner, M.S. (2001)

Education

A.B., Meredith College; M.S., Campbell University

Janice Kerber, A.M. (2001)

Business

A.B., Meredith College; A.M., North Carolina State University

Jodi Khater, A.B. (2000)

Foreign Languages and Literatures

A.B., Brigham Young University

Kristen King, M.M. (1999)

Music

A.B., Campbell University; M.M., Meredith College

Melea Kirk, M.B.A. (1996)

Computer Science

B.S., M.B.A., Meredith College.

Jack Kovell, A.M. (2001)

Physical Education

B.S., A.M., Ball State University

Shelley Kraft, A.M. (2002)

Psychology

A.B., Meredith College; A.M. Appalachian State University

Lutz Kube, Ph.D. (2001)

Foreign Languages and Literatures

A.B., A.M., Humboldt Universität of Berlin; Ph.D., University of North Carolina at Chapel Hill

Mara Lewis, B.S. (1998)

Art

B.S., University of Florida

Tom Lohr, Mus.M. (1979)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

Betty Marrow-Taylor, M.Ed., (2001)

Human Environmental Sciences

B.S., University of North Carolina at Greensboro; M.Ed., North Carolina Central University

Julie Mayberry, A.M. (2002)

Music, Communication and Theatre

A.B., A.M., University of North Carolina at Chapel Hill

Sally McCormick, M.C. (1998)

Communication

A.B., University of North Carolina at Chapel Hill; M.C., Georgia State University

Lucy Melbourne, Ph.D. (Spring 2000)

English

A.B., George Washington University; A.M., Catholic University; Ph.D., University of North Carolina at Chapel Hill

Betsy Merenbloom, A.M. (2000)

Chemistry

A.B., University of North Carolina at Chapel Hill;
Ph.D. University of Texas at Austin

Manley Midgett, (1987)

Education

B.S., M.S., University of North Carolina at Chapel Hill.

Page Midyette, M.B.A. (2002)

Business

A.B., M.B.A., Meredith College

Nan Miller, A.M. (1986)

English

A.B., Wake Forest University; A.M.,
North Carolina State University

Karen Allred Mitchell, Mus.M. (1995)

Music

Mus.B., Meredith College; Mus.M., University of North
Carolina at Chapel Hill

Julye Mizelle, M.Ed. (2002)

Education

A.B., North Carolina Central University; M.Ed.,
Meredith College

Rugh Mock, (1998)

Music

Jan D. Morgan, M.F.A. (1995)

Communication

A.B., Wake Forest University; M.F.A., Brown
University.

Phillip Morrisette, M.B.A. (2003)

Business

A.A.S., State University of New York at Canton;
B.S., M.B.A., Syracuse University

Mary Jane Morrow, Ph.D. (2001)

History and Politics

A.B., Ph.D., Duke University; A.M., University of
North Carolina at Chapel Hill

Debra Murphy, Ph.D., (1999)

Religion

B.S., West Virginia Wesleyan College; M.T.S., Duke
University Divinity School; Ph.D., Drew University.

April Najjaj, A.M. (2003)

History and Politics

A.B., A.M., University of Arkansas

Sheila Natarajan, Ph.D. (2002)

Business

B.S., M.S., Delhi University; M.Econ., Ph.D., North
Carolina State University

Pamela W. Nelson, Mus.M. (1977)

Music

Mus.B., Southern Illinois University; Mus.M., North
Carolina School of the Arts.

Phyllis O'Hara, B.S. (1993)

Mathematics

B.S., Meredith; Postgraduate Diploma-University of
Warwick.

Daniel Oliver, M.S. (2003)

Music, Communication and Theatre

A.B., M.S., University of Kansas

Cathie Ostrowski, M.S. (2003)

Human Environmental Sciences

B.S., M.S., D'Youville College

Renee Palmer, M.S. (2002)

Mathematics/Computer Science

B.S., University of Michigan at Flint; M.S., Michigan
State University

Steven Pashby, A.B. (2003)

Physical Education

A.B., North Carolina State University

Kathleen Passarella, M.B.A. (2000)

Mathematics

B.S., College of Staten Island; M.B.A., Iona College

Pamela Patterson, M.Ed. (2002)

Education

A.B., M.Ed., University of North Carolina at Greensboro

Frank Pittman, M.Mus. (1999)

Music

Mus.B., University of North Carolina at Chapel Hill; M.Mus., Temple University

Darrell Pond, D.Min. (2003)

Music, Communication and Theatre

A.B., East Texas Baptist University; M.Th., Dallas Theological Seminary; D.Min., Southwestern Baptist Theological Seminary

Risa Poniros, Mus.M. (1997)

Music

Mus.B., University of North Carolina at Greensboro; Mus.M., University of Tennessee at Knoxville.

Alex Poorman, M.Arch (1998)

Human Environmental Sciences

A.B., Kansas State University; M.Arch., North Carolina State University

Judith Porter, B.S. (2003)

Education

B.S., East Carolina University

Charles Porterfield, Ph.D. (1997)

Communication

A.B., Birmingham Southern College; A.M., State University of Iowa; Ph.D., Louisiana State University.

Betty Shannon Prevatt, A.M. (2003)

Psychology

A.B., Meredith College; A.M., East Carolina University

William Price, Ph.D. (1995)

History

A.B., Duke University; A.M., Ph.D., University of North Carolina at Chapel Hill.

Richard Quinn, Ph.D. (2001)

English

A.B., State University of New York; A.M., University of Georgia; Ph.D., University of Iowa

Melissa Raley, Mus.B. (1992)

Physical Education

Mus.B., Meredith College.

Julie Raines, J.D. (2000)

Music, Communication and Theatre

A.B., North Carolina State University; J.D., Catholic University of America

Christa Riker-Sheets, M.S.W. (2002)

Sociology and Social Work

A.B., North Carolina State University; M.S.W., East Carolina University

Elizabeth Rivers, J.D. (2002)

History and Politics

A.B., University of North Carolina at Chapel Hill; J.D., Campbell University

William Rodgers, M.F.A. (2002)

Music, Communication, and Theatre

A.B., Wake Forest University; M.F.A., University Of North Carolina at Greensboro

Lou Rosser, A.M. (1991)

English

A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

Ann Roth, A.M., (2001)

Art

B.F.A., University of Michigan; A.M., University of Kansas

Kelli Rushing, M.Ed. (2003)

Human Environmental Sciences

B.S., Texas A & M University; M.Ed., University of Nebraska

David Russo, M.Ed. (2002)*Business*

A.B., Duquesne University; M.Ed., University of Pittsburgh

Mary Ann Scherr, A.M. (1995)*Art*

A.M., Kent State University.

Sydney Scherr, M.F.A. (1991)*Art*

B.F.A., Kent State University; M.F.A., Southern Illinois University

Marilyn Scheirmeier, M.Ed. (1995)*Mathematics*

A.B., Webster College; M.Ed., North Carolina State University.

Romita Sen, Ph.D. (2001)*Chemistry*

B.S., M.S., University of Delhi, India; Ph.D., University of Michigan

Ilna Sibert, M.ARCH. (1999)*Human Environmental Sciences*

B.of ENV. DSN. & ARCH., North Carolina State University; M.Arch. University of California-Berkley.

Kenya Snider, M.M. (2003)*Music, Communication and Theatre*

Mus.B., Ohio State University; Mus.M., University of Georgia

Jennifer Sommers, M.F.A. (2000)

Health, Physical Education and Dance

M.F.A., Smith College

Timothy W. Sparks, Mus.M. (1993)*Music*

Mus.B., University of North Carolina at Chapel Hill; Mus.M., Eastman School of Music of the University of Rochester.

Georgia Springer, M.P.D. (1990)*Art*

A.B., Duke University; J.D., George Washington University; M.P.D., North Carolina State University.

Meredith Steele, M.F.A. (1997)*Art*

B.F.A. Savannah College of Art and Design; M.F.A., Winthrop University.

Angela Stephenson, Mus.M. (1992)*Music*

Mus.B., Mus.M., Meredith College.

Edward Stephenson, Mus.B. (1987)*Music*

Mus.B., North Carolina School of the Arts.

Margie Stewart, M.F.A. (2000)*Assistant Professor of Art*

A.B., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; M.P.D., North Carolina State University

Jutta Street, Ph.D. (2002)*Psychology*

A.B., Pembroke State University; M.S., Ph.D., North Carolina State University

Cornelius Swart, A.B., Ph.D. (1993)*Education*

A.B., Ph.D., University of North Carolina at Chapel Hill; A.M., George Peabody College

Sally Zeigler Thomas, Mus.M. (1983)*Music*

Mus.B., Meredith College; Mus.M., Ohio State University; doctoral study, University of North Carolina at Greensboro.

Lorrie Tomek, Ph.D. (2002)*Mathematics*

B.S., SUNY at Binghamton; M.S., University of North Carolina at Charlotte; Ph.D., Duke University

Bonnie Torgerson, M.Ed. (1993)

Education

A.B., Webster College; M.Ed. Duke University.

Douglas Tully, Ph.D. (2001)

Biology

B.S., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

Debra Vought, M.S. (2000)

Biology

A.B., Marshall University; M.S., University of North Carolina at Charlotte

Geetha Wanigasekera, M.S. (2001)

Biology

B.S., University of Colombo; M.S., Wake Forest University

Debbie Williamson, Ed.D. (2003)

Health, Physical Education and Dance

B.S., M.S., Louisiana Tech University; Ed.D., University of Houston

Vicky Wilson, M.S. (2003)

Health, Physical Education and Dance

B.S., M.S., University of North Carolina at Greensboro

Shaun Winterton, Ph.D. (2001)

Biology

B.S., Ph.D., University of Southern Queensland

Fred Woodward, M.S. (2001)

Mathematics/Computer Science

A.B., Rhodes College; M.S., North Carolina State University

Robin Wright-Vincent, M.Ed. (2002)

Education

B.S., M.Ed., Meredith College

Faculty Emeriti 2002-2003

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Audrey R. Allred, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

Vergean Birkin, A.M. (1973)

Assistant Professor of Geography

A.B., A.M., University of Colorado.

Martha Bouknight, Ph.D. (1996)

Professor of Mathematics

A.B. University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

Clara R. Bunn, Ph.D. (1969)

Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

Craven Allen Burris, Ph.D. (1969)

*Vice President and Dean of the College
Professor of History and Politics*

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

James L. Clyburn, M.S. (1958)

Professor of Music

A.B., Elon College; M.S., Julliard School of Music

Bernard Cochran, Ph.D. (1960)

Professor of Religion

A.B. Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University

Jacques Comeaux, Ph.D. (1983)*Associate Professor of Foreign Languages*

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

James C. Crew, Ph.D. (1990)*Professor of Business*

B.S., M.Econ., Ph.D., North Carolina State University.

Roger H. Crook, Ph.D. (1949)*Professor of Religion*

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

Anne Dahle, M.Ed. (1972)*Director of Re-entry Program*

A.B., Meredith College; M.Ed., North Carolina State University.

James H. Eads, Jr., M.S. (1958)*Assistant Professor of Biology*

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

Lois Frazier, Ed.D. (1954)*Professor of Business*

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

Janet Freeman, M.L.S. (1984)*title?*

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College

Phyllis W. Garriss, Mus.M. (1951)*Associate Professor of Music*

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

Alice Goode, Mus.B. (1974)*Instructor of Voice*

Mus.B., Texas Tech University.

Bluma Greenberg, M.A. (1976)*Assistant Professor of Art*

B.A., Duke University; M.A., University of North Carolina at Chapel Hill.

Frank L. Grubbs, Ph.D. (1963)*Professor of History*

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

Jo Guglielmi, Ph.D. (1987)*Associate Professor of Mathematics*

A.B., Duke University; M.S., Ph.D., North Carolina State University

Isabelle Haeseler, M.S.M. (1956)*Assistant Professor of Music*

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

Lee Heathcoat, Ed.D. (1989)*Associate Professor of Education*

B.S., Southwestern State University; M.Ed., Ed.D., North Carolina State University

John Hiott, M.Div (1968)*Director of Scholarships and Financial Assistance*

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

Ellen M. Ironside, Ph.D. (1983)*Dean of Continuing Education*

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

Mary Bland Josey, M.Ed. (1953)*Director of Admissions*

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

Marie Capel King, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

Ione Kemp Knight, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

Ann W. Kurtz, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

William r. Ledford, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

Margaret C. Martin, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

Marie Mason, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

Jay D. Massey, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

Murphy Osborne, Ed.D. (1988)

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee

Thomas C. Parramore, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

Cleo G. Perry, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

Dorothy K. Preston, Ph.D. (1961)

Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

Carolyn C. Robinson, A.B. (1958)

College Editor and Director of Publications

A.B., Meredith College.

Dorothy J. Sizemore, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

Donald Spanton, Ph.D. (1983)

Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaRose F. Spooner, Ed.D. (1967)

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University

Marilyn M. Stuber, Ed.D. (1965)

Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

Leslie W. Syron, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

Olive D. Taylor, M.Ed. (1970)

Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

Charles R. Tucker, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

John E. Weems, Ed.D. (1972)

President

B.S., A.M., Ed.D., George Peabody College

Leonard White, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

Burgunde Winz, Ph.D. (1978)

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill

Inge Witt, A.B. (1976)

Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

Betty Jean Yeager, A.B. (1948)

Faculty Secretary

A.B., Meredith College.

Administration

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

Office of the President

Maureen A. Hartford, Ed.D. (1999)

President

Carolyn C. Robinson, A.B. (1958)

College Historian

Rory A. Mueller, A.A. (2000)

Special Assistant to the President

Jeannie Morelock, M.B.A. (1988)

Assistant to the President for Communications

Catheryne P. Allen, (1998)

Administrative Assistant

Carol A. Gramer, B.S. (2000)

Administrative Assistant

Research, Planning and Assessment

Sue E. Kearney, A.M. (1966)

Assistant to the President for Planning and Dean of Institutional Effectiveness

Keitha Wright, B.S. (2003)

Research Assistant

Michael Alan Feldstein, Ed.D. (2003)

Assessment Coordinator and Research Analyst

Jayne S. Rankin, M.P.P. (2003)

Research/Administrative Assistant

Marketing and Communications

TBA

Assistant to the President for Communications

Kim M. Marcom, B.S. (2002)

Manager of Graphic Design

Betty Crenshaw, B.A. (1999)

Graphic Designer

Kristi Eaves-McLennan, B.A. (2000)

Assistant Director of Communications

Melyssa Allen, B.A. (2001)

Projects Writer

David Timberlake, B.A. (2001)

Web Designer

Andrea Weaver, B.A., (2001)

Web Editor

Kaye Rains, B.A. (2001)

Office Manager

Academic Affairs

Office of the Vice President for Academic Affairs

Rosalind R. Reichard, Ph.D. (2000)

Vice President for Academic Affairs

Alyson Colwell-Waber, M.F.A. (1984)

Associate Dean for Academic Affairs

Anne E. Pickard, A.A. (1974)

Senior Administrative Assistant

Amy Kinney, B.A. (1998)

Administrative Assistant

Departmental Assistants

Nancy Borntrager (1997)

Katie Drescher, B.S. (2002)

Bonnie Furman, B.A. (2002)

Sandra Katsahnias, M.Ed. (2002)

Barbara McKay (1997)

Julie Novak, M.S. (2002)

Katherine Palmieri, A.A.S. (2001)

Alyce Parker-Townsend (1986)

Andrea G. Powell (2002)

Jeannette Rogers (1998)

Alyce Turner, A.B. (1993)

Nancy Williams (1999)

Office of the Registrar

TBA

Registrar

Betsy Stewart, A.B. (1996)

Associate Registrar

Sue Greiner, M.T.S. (1999)

Assistant Registrar

Linda Wann, B.A. (1999)

Records Manager

Sharon Galecki, A.A.S. (1990)

Records Specialist

Debra Fairbrother, A.S. (2001)

Records Specialist

Library

Laura Davidson, M.S.L.S. (2002)

Dean of Library Information Services

Dianne Andrews B.A. (1995)

Interlibrary Loan Supervisor/Circulation Assistant

Cheryl Benze, M.M.E. (2001)

Music Library Supervisor

Monica Borden, B. M. (2002)

Cataloging Assistant

Melanie Fitzgerald, B.S. (2000)

Cable Administrator

Martha Fonville, A.A. (2002)

Technical Services Assistant

Donna Garner, B.S. (1990)

Circulation Supervisor

Susan Humphrey, B.A. (2002)

Circulation Assistant

John W. Kincheloe III, M.A. (1985)

Media Specialist

Richard McBane, Jr., B.S.E.E. (1986)

Media Services Assistant

Carrie Nichols, M.L.S. (1995)

Catalog Librarian

Jean Rick M.A., M.S.L.S. (1994)

Reference Librarian

Geraldine Sargent (1978)

Administrative Assistant

Marcia Schroer (2001)

Circulation Assistant

Judith Schuster, M.S.L.S. (2000)

Reference Librarian

Margaret Sexton (1975)

Technical Services Assistant

Susan Squires, M.S., M.S.L.S. (1988)

Head Reference Librarian

Edward M. Waller, M.A., M.S.L.S. (1986)

Head of Technical Services

Joy Raintree (2002)

Circulation Assistant

Christie Lee*Technical Services Assistant***Mary Paul Thomas (1999)***Technical Services Assistant***23⁺ Program****Susan E. Adams, Ph.D. (2002)***Director***LeNelle Patrick, M.Ed. (1999)***Associate Director***Donna Pilkington, B.S. (2000)***Program Assistant***Graduate and Professional Studies****Claire McCullough, Ph.D. (2002)***Assistant Vice President for Graduate and Professional Studies***Helen Falwell (2001)***Receptionist***Karen Sampson, B.S. (1996)***Assistant***Graduate Studies****Deborah Horvitz, M.S.Ed. (2001)***Director***Lara Kinas, B.S. (2001)***Assistant Director***Laura McClain, B.S. (2000)***Research and Operations Manager***Paralegal Program****Marisa Campbell, J.D. (2000)***Director***May Galli (1999)***Assistant***Community Outreach****Paula O'Briant, B.S. (1994)***Director***Anne Henderson, A.B. (1995)***Assistant***School of the Arts****Rebecca Bailey, Ph.D. (1984)***Dean***School of Business****Sidney Adkins, Ph.D. (2001)***Dean***Page Midyette, M.B.A. (2001)***M.B.A. Coordinator***Dianne Parker, A.A. (2001)***Administrative Assistant***School of Education****Linda R. Hubbard, Ph.D. (2002)***Dean***Iesha Cleveland, B.A. (2000)***Coordinator of Non-Degree Advising***Sharon Jones, B.S. (2001)***Administrative Assistant***School of Health and Human Sciences****Marie Chamblee, Ph.D. (1977)***Dean***School of Humanities and Social Science****W. Garrett Walton, Jr., Ph.D. (1986)***Dean***School of Natural and Mathematical Sciences****Virginia Knight, Ph.D. (1987)***Dean***Faculty Development****Elizabeth Wolfinger, Ph.D. (1992)***Director*

Honors Program

Judith Dearlove, Ph.D.
Director

International Studies

Betty Webb, Ph.D. (1974)
Director

Sara Milani, A.B. (2002)
Assistant Director

Tracy Knight (2002)
Program Assistant

Teaching Fellows Program

Alma Lane Lee, M.Ed. (1993)
Director

Linda Boone (1991)
Assistant

Undergraduate Research

Rhonda Zingraff, Ph.D. (1979)
Director

Cooperating Raleigh Colleges

Rosalie P. Gates, Ph.D. (1981)
Director

Grace Brock
Assistant

Student Development

Office of the Vice President for Student Development

Jean Jackson, Ph.D. (1983)
Vice President

Danniel J. Green, Ph.D. (2002)
Associate Vice President for Enrollment

Mary Ann Beam, A.A. (1988)
Assistant to the Division

Yvonne Zaragoza (2001)
Project Assistant

Office of Academic Advising

Amy Hitlin, M.Ed. (2001)
Director

Allison Hoyle, B.A. (2001)
Assistant Director

Marie Smith (2001)
Office Assistant

Admissions

Carol R. Kercheval, M.Ed. (1994)
Director of Admissions

TBA
Senior Associate Director of Admissions

Heidi L. Fletcher, M.A. (1999)
Associate Director of Admissions

Dorothy L. Gardner, M.Ed. (2000)
Assistant Director

Cricket McCoy, B.A. (2000)
Assistant Director of Admissions

Karen M. West, M.B.A. (1994)
Assistant Director for Computer Information Systems

Cara D. McLeod, B.A. (2000)
Assistant Director

Patricia E. Abrams, (1999)
Recruitment Programs Assistant

Meredith Bynum, B.S. (2002)
Admissions Counselor

Marlena Everett, B.S. (2003)
Admissions Counselor

Suzanne Garrison, M.B.A. (2000)
Processing Assistant

Sandra c. Guadagno, B.A. (2001)
Recruiting Processing Assistant

Sylvia Pl Horton, A.A.S. (2001)
Recruitment Program Assistant

Melanie Maple, B.A. (2002)
Admissions Counselor, 23+/Transfer Program

Denise Moore (2002)

Office Manager

Ann Troutman, B.A. (2001)

Programs Coordinator/Scheduler

Anna Walston, B.A. (2002)

Admissions Counselor

Jeanne-Marie Wittig, B.S. (2001)

Processing Assistant

Office of the Campus Minister

Samuel Carothers, M.Div. (1982)

Campus Minister

Lynne Wheatley, M.L.S. (2000)

Coordinator of Volunteer Services

Michelle Roach, B.A. (2002)

Associate Campus Minister

Penny Ulmer (1993)

Secretary

Career Center

Marie B. Sumerel, Ph.D. (2002)

Director

Angie Walston, M.A. (2000)

Assistant Director for Employer Relations

Dana Sumner, M.A. (2000)

Assistant Director for Career Development

Mary Ellen Philen, B.A. (1985)

Office Manager

Ann B. Phillips (1989)

Administrative Secretary

Counseling Center

Beth Meier, M.A. (1993)

Director

Lynn Kohn, M.S.W. (1999)

Assistant Director

Loriann Stretch, M.S. (1999)

Assistant Director

Angel Johnson, M.A. (2000)

Counselor

TBA

Counselor

TBA

Office Manager

Office of the Dean of Students

Ann Gleason, M.Ed. (1997)

Dean

Charletta Sims, M.Ed. (2001)

Director for Commuter Life and Special Services

Christina Nuttle Bumgardner, M.Ed. (1994)

Co-Director of First Year Experience

Carolyn Koning, M.ED. (1999)

Co-Director of First Year Experience

Heidi LeCount, M.S. (2000)

Director of Residence Life

Leigh A. Johnson (2002)

Residence Director

Rebecca F. McQueen, B.A. (2002)

Residence Director

Crystal Moore, B.S. (2001)

Residence Director

Stacie Williamson (2001)

Residence Director

Heather Wilson, B.A. (2002)

Residence Director

Melody Lane Olson (2000)

Secretary

Suzanne Slawinski, B.S. (1998)

Office Manager

Financial Assistance

William A. Cox, M.A. (2000)

Director

Carol J. Sanderson (1990)

Associate Director

Betty G. Harper, B.S. (1994)

Assistant Director

Gini V. Stelle (1995)
Financial Aid Assistant

Belinda Styron, B.S. (1998)
Information Specialist

Sharlene Shuman (2000)
Information Specialist

Health Services

Ruth Pearce, R.N.-C (1980)
Director

Anne Smithson, M.D. (1995)
Physician

Melinda McLain, R.N.-C (1991)
Nurse

Loretta Pearson, R.N. (1992)
Nurse

Student Activities and Leadership Development

Cheryl S. Jenkins, M.Ed. (1991)
Director

Nikki Curliss, M.Ed. (2000)
Assistant Director

Kelly Conkling, M.Ed. (2000)
Assistant Director

Kathy Owen, A.B. (1999)
Office Manager

Business and Finance

Office of the Vice President for Business and Finance

William F. Wade, Jr., B.S., C.P.A. (1986)
Vice President for Business and Finance

Dee Perry (1996)
Administrative Assistant

Business and Finance Services

Lori Duke, B.S. (1999)
Controller

Susan Williams (2001)
Student Financial Services Supervisor

Janice Turner (1998)
Accounts Services Supervisor

Karen Hodges (1999)
Accounts Payable Coordinator

Antoinette Cowan B.A. (2000)
Accounts Payable Clerk

Belinda Nicholson (2000)
Accounts Receivable/Billing Coordinator

Lavita Pickett (1999)
Accounts Receivable Processing Specialist

Campus Police

Frank Strickland (1997)
Chief of Police

Carolyn Creech (2000)
Parking Director

Jerry Dayberry (2001)
CamCard Officer

Officers

Don Appleford (1989)

Eric Beeson (2000)

Melinda Fuller (2002)

Greg Gain (2001)

Lisa Geist (1999)

Matthew Gokowski (2003)

Wendy Honeycutt (2001)

Robert Luedtke (1999)

Marshall Matthews (1999)

Richard Miller (2002)

William Moore (2000)

Holly Murphy (1998)

Bruce Newman (1999)

Debbie Schramm (2002)

Tracey Stephenson (2001)

Jean Trevathan (1994)

Kathy Weinell (2002)

Eddie Wheeler (1999)

College Store**Mary Ann Reese, B.S. (1984)***Manager***Marguriete Nelson (2000)***Accounting Clerk***Karen Oden, B.S. (2000)***Textbook Manager***Nola Stanley (2003)***GM Clerk*Copy Center**Kevin Walker (2001)***Manager***Catherine Atwater (1998)***Copy Center Assistant*Facilities Services**Thomas Sherry, B.A. (2001)***Director of Operations***Harry Cadman, A.A.S. (1996)***Assistant Director of Projects and Grounds***Patty Blackwell, B.A., M.S. (1996)***CMMS Clerk***John Wilson, B.A. (1997)***Purchasing/Inventory Manager***Chelsea Beers (2003)***Office/Stockroom Assistant*Maintenance**David Pace (2001)***Maintenance Manager***Joe Brown (1988)***Maintenance Supervisor***Chris Averette (2002)****Juan Avila (2002)****James Brown (2002)****Tom Edmondson (1977)****John Ezell (2001)****Rick Hagen (1998)****Chris Hall (1999)****Donald Jones (2001)****James Jones (1981)****Donnic Knowlton (2002)****Glenn Miller (2000)****Nick Page (2002)****Keith Poole (1995)****Fred Rosser (1999)****Mike Waters (2001)**Grounds**Aaron Schettler, B.S. (2002)***Grounds Manager***Galdina Avila-Vega (1987)***Grounds Supervisor***Roberto Avila (1992)****Yoni Avila (2001)****Javier Segobia Cruz (2002)****Everardi Martinez (2002)****Aaron Schettler (2002)****Darnell Smith (1981)****Gerardo Tovar (2002)****Tony Womack (2001)**Housekeeping**Patsy Clark (2001)***Housekeeping Manager***William Cooper (1986)***Housekeeping Supervisor***Barbara Robinson (1984)***Housekeeping Assistant Supervisor***Wilbert Myatt (2001)***Housekeeping Acting Supervisor***Douglas Fulton (1994)***Housekeeping Floor Tech Lead***Amy McConnell (2003)***Housekeeping House Manager, Massey House***Robbie Andrews (2001)****Gail Benton (2001)****Christopher Bunch (1995)****Lucia Castaneda (2002)****Marilyn Flemons (1993)****Edna Gregory (1989)****Bertha Hamlett (2002)**

Anthony Hockaday (2001)
Marcom Howard (1998)
Willie Howard (1982)
Robert Jackson (2002)
Reatha Jeffries (1985)
Marvis McClain (2001)
Madeglene Montegue (2002)
Duc Nguyen (1994)
Emma Pittman (1993)
Gavina Ramirez (2003)
Louise Silver (2001)
Annie Ruth Smith (1980)
Mary Ann Tuck (1997)
Rebecca Whitaker (1997)
Darnell Wilson (2002)
Gary Wilson (2001)

Food Services (ARAMARK)

Thad O'Briant, B.A. (1990)
Manager

Human Resources

Kay Miller (1992)
Payroll Coordinator
Maripat Plocki (1998)
Personnel Coordinator

Post Office

Alysia Braswell (1990)
Postal Supervisor
Pat Kritzer (2002)
Information Services Assistant
Willie King (1956)
Postal Carrier

Technology Services

Mickey Brandstadter, Ph.D. (2002)
Chief Information Officer
Douglas Alm, B.S. (1995)
Network Systems Supervisor

Ron Anderson (2001)
Desktop Support Specialist
Tim Bartlett (1996)
Desktop Services Lead
Donda Blake (2002)
Technology Services Assistant
Sorng Buntoum (2000)
Desktop Support Specialist
Tom Butler, B.S., ED. (2002)
Academic Technology Specialist
Ashley Clos, B.S. (2001)
Help Desk Analyst
Diane Davis (2001)
Web Programmer
Jason Emanuel (2001)
Help Desk Analyst
Naser Fayed (2002)
Systems Engineer
Wendy Gem, B.S. (2001)
Academic Technology Specialist
Bill George, B.A. (1999)
Database Programmer
Angela Gouge (1988)
Database Administrator
Frank Hall (2002)
Data Communications Specialist
Lori Hare (1990)
Webmaster
Susan Hwang (2001)
Administrative Computing Specialist
Melonie Ivey (2002)
Academic Technology Specialist
Virginia Kemp, A.A. (1982)
Telecommunications Specialist
Karen Postma, B.S. (2000)
Project Manager
Mary Reed (1996)
Network Specialist
Andy Richards, B.S. (2000)
Academic Technology Specialist

Jason Sarner (2003)
Help Desk Analyst

Information

Patty Birch (2001)
Switchboard Operator

Institutional Advancement

Office of the Vice President for Institutional Advancement

Connie L. Harris, B.S. (2002)
Vice President

Joyce Hinson (1992)
Administrative Assistant

Marilyn Jones, B.S. (1999)
Research Coordinator

Sibyl Pedzwater, B.A. (2001)
Gift Records Coordinator

Douglas Camp, B.A., M.S., MBA (2002)
Director of Development Systems

Alumnae & Parent Relations

Catherine Rideout, B.A. (2001)
Director of Alumnae & Parent Relations

Hilary Allen, B.A. (2002)
Assistant Director

Angela Morgan, B.A. (2002)
Assistant

Corporate & Foundation Relations

Cindy Godwin, B.S. (2001)
Director

Glennis DeBra, B.A. (1998)
Assistant

Grants

Elizabeth Benefield, B.A., M.A. (2001)
Special Projects Coordinator

Glennis DeBra, B.A. (1998)
Assistant

Development

Catherine Maxwell, B.A., B.S. (2001)
Director

Pat Duggins (2001)
Assistant

Major Gifts

Billie Jo Cockman, B.A. (2000)
Associate Director

Pat Duggins (2001)
Assistant

Meredith Fund

Adrienne Cole, B.A., MPA (2001)
Director

Jane Mitchell, B.A. (2002)
Assistant Director

Planned Giving

Harold West, Jr., B.A. (1991)
Director

Glennis DeBra, B.A. (1998)
Assistant

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot** Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls. All residence halls are equipped to support the campus wireless computer network.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilty Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

Completing the original quadrangle is **Belk Dining Hall**. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in

honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises, and many other campus and community events, are held in

the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student activities offices, the college store, The **Bee Hive Cafe**, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, the Paralegal, the 23⁺, and the Executive and Professional Programs. The second floor houses various student development offices including the Dean of Students, Residence Life, and Commuter Life. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House**

was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and will soon house the Department of Communications, the Department of Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the School of Education, and the Departments of Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yaddin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. Carlyle Campbell Library is designed to integrate print, electronic, and audiovisual resources with an extensive program of research and technical support. The building is equipped

with study tables and carrels, open stacks, video viewing stations, the LINC center computer lab, projection room, and group study rooms. An extensive collection of recordings and scores are housed in the music library branch in the Wainwright Music Building. Meredith College students have borrowing privileges at the other Cooperating Raleigh Colleges (North Carolina State University, Peace College, Shaw University, St. Augustine's College, St. Mary's School).

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for human environmental sciences. Renovations to this building will begin in Summer 2003. Once renovations are completed, Hunter Hall will also house the Department of Foreign Languages (including the foreign languages lab) and offices for Faculty Development.

Opened in January, 2003 The new **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices for the Departments of Chemistry and Geosciences, Biology and Health Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains an infant/toddler lab home operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherspoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the Margaret Craig Martin, Cleo G. Perry, and Frankie G. Weems Gardens; the Elva Wall Davis Gate at Faircloth Street, and the Meredith Lake are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 261,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

Meredith College Calendar, 2003-2004

Fall Semester 2003

Arrival of new students	Sat. Aug. 16
Registration	Mon. Aug. 18–Tues. Aug. 19
Classes begin	Wed. Aug. 20
Last day to drop a course without paying	Tues. Aug. 26
Last day to add a course	Tues. Aug. 26
Labor Day Holiday—No classes held	Mon. Sept. 01
Last day to make a grading change	Wed. Sept. 17
Mid-Term	Tues. Oct. 07
Progress Reports due at 12:00 Noon	Fri. Oct. 10
Autumn recess begins at 5:00 p.m.	Fri. Oct. 10
Classes resume at 8:00 a.m.	Wed. Oct. 15
Last Day to withdraw from a class	Tues. Oct. 28
Thanksgiving recess begins end of class day	Tues. Nov. 25
Classes resume at 8:00 a.m.	Mon. Dec. 01
Last day of classes	Thurs. Dec. 04
Reading day; music juries	Fri. Dec. 05
Final Examinations	Sat. Dec. 06–Mon. Dec. 15
Commencement	Sat. Dec. 13

Spring Semester 2004

Registration	Tues. Jan. 06
Classes begin	Wed. Jan. 07
Last day to drop a course without paying	Tues. Jan. 13
Last day to add a course	Tues. Jan. 13
Holiday—Martin Luther King Day	Mon. Jan. 19
Last day to make a grading change	Wed. Feb. 04
Founders' Day	Mon. Feb. 16
Mid-Term	Wed. Feb. 25
Progress Reports due at 12:00 Noon	Fri. Mar. 05
Spring recess begins at 5:00 p.m.	Fri. Mar. 05
All Offices Closed for spring break	Fri. Mar. 12
Classes resume at 8:00 a.m.	Mon. Mar. 15
Last Day to withdraw from a class	Tues. Mar. 23
Easter recess begins at the end of the class day	Thurs. Apr. 08
Classes resume at 8:00 a.m.	Tues. Apr. 13
Day of Celebration	Thurs. Apr. 22

(continued on page 308)

Meredith College Calendar, 2003-2004

Spring Semester 2004 *(continued from page 307)*

Last Day of Class. Classes today follow
the regular Thursday Schedule Tues. Apr. 27
Reading day; music juries Wed. Apr. 28
Final Examinations Thurs. Apr. 29—Fri. May 07
Commencement Sun. May 09

Summer 2004

Classes will not meet on Monday May 31 or Monday July 5

First six-week evening session May 10 — June 18
Second six-week evening session June 21 — July 30
First three-week session May 17 — Sat June 5
Second three-week session June 7 — June 25
Third three-week session June 28 — Sat July 17
First six-week day session May 17 — Sat June 26
Second six-week day session June 7 — Sat July 17

Opening day of class for
2004-2005 Academic Year Wed. Aug. 18
Commencement for December 2004 Sat. Dec. 11

This calendar is subject to periodic review and change.
Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Correspondence and Visits

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is **(919) 760-8600**.

The Meredith fax number is **(919) 760-2828**.

Information on Meredith is now available through the World-Wide Web at: **www.meredith.edu**

Academic Records

Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)

Office of Admissions, 760-8581 or
1-800-Meredith College
admissions@meredith.edu

Adult Student Information (non-degree)

Office of Graduate and Professional Studies
760-8353
executive@meredith.edu

Alumnae Matters

Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Athletics

Department of Health, Physical Education, and Dance,
760-8198

Catalogue Requests

Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events

760-8533
events@meredith.edu

Campus Minister

Sam Carothers, 760-8346
carotherss@meredith.edu

Certificate Programs

Office of Graduate and Professional Studies
760-2855
certificate@meredith.edu

Office of Community Outreach

Office of Graduate and Professional Studies
760-2367
outreach@meredith.edu

Educational Programs

Vice President for Academic Affairs, 760-8514

Expenses

Vice President for Business and Finance, 760-8516

Financial Assistance

Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment

Meredith Career Center, 760-8341
career@meredith.edu

John E. Weems Graduate School

760-8423
graduate@meredith.edu

Housing Matters

Director of Residence Life and Housing, 760-8633

Institutional Research

Office of Research and Assessment
760-2364
kearneys@meredith.edu

Masters in Business Program/School of Business

760-2281
mba@meredith.edu

News Items/Publications

Office of Marketing and Communications, 760-8455
marketing@meredith.edu

Paralegal Program

Office of Graduate and Professional Studies
760-2855
paralegal@meredith.edu

Parents Association

Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment

Office of Financial Assistance, 760-8565
finaid@meredith.edu

Student Interests

Office of the Dean of Students, 760-8521

Student Reports

Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School

Office of the Registrar, 760-8593
registrar@meredith.edu

Transcripts

Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing

Meredith Career Center, 760-8341
career@meredith.edu

Volunteer Services

Lynne Wheatley, 760-8357
wheatleyl@meredith.edu

ENROLLMENT FOR 2002-2003

Summer School 2002

Total Summer Registrations, 2002	1,329
Unduplicated Summer Enrollment, 2002	815

Undergraduate Students, Fall 2002

Degree Candidates for Bachelor of Arts, Bachelor of Science, and Bachelor of Music	1,932
Non-degree Students	243
Teacher Licensure Program	55
Second Major	15
Cooperating Raleigh Colleges	129
Other	49

Total Students in Undergraduate Credit Courses	2,175
---	--------------

Graduate Students, Fall 2002

Degree Candidates for Master of Business Administration, Master of Education, Master of Science in Nutrition and Master of Music	109
Non-degree Students	44
Dietetic Internship Program Students	11
Post-Baccalaureate Students	33

Total Students in Graduate-level Courses	153
---	------------

Total Enrollment, Fall 2002

Total Degree Candidates	2,041
Total Non-Degree Students	287
Total Enrollment for Credit	2,328

Registrations for Non-Credit Programs, Fall 2002

Registrations in Non-Credit Programs, Fall 2002	1,152
--	-------

Continuing Education

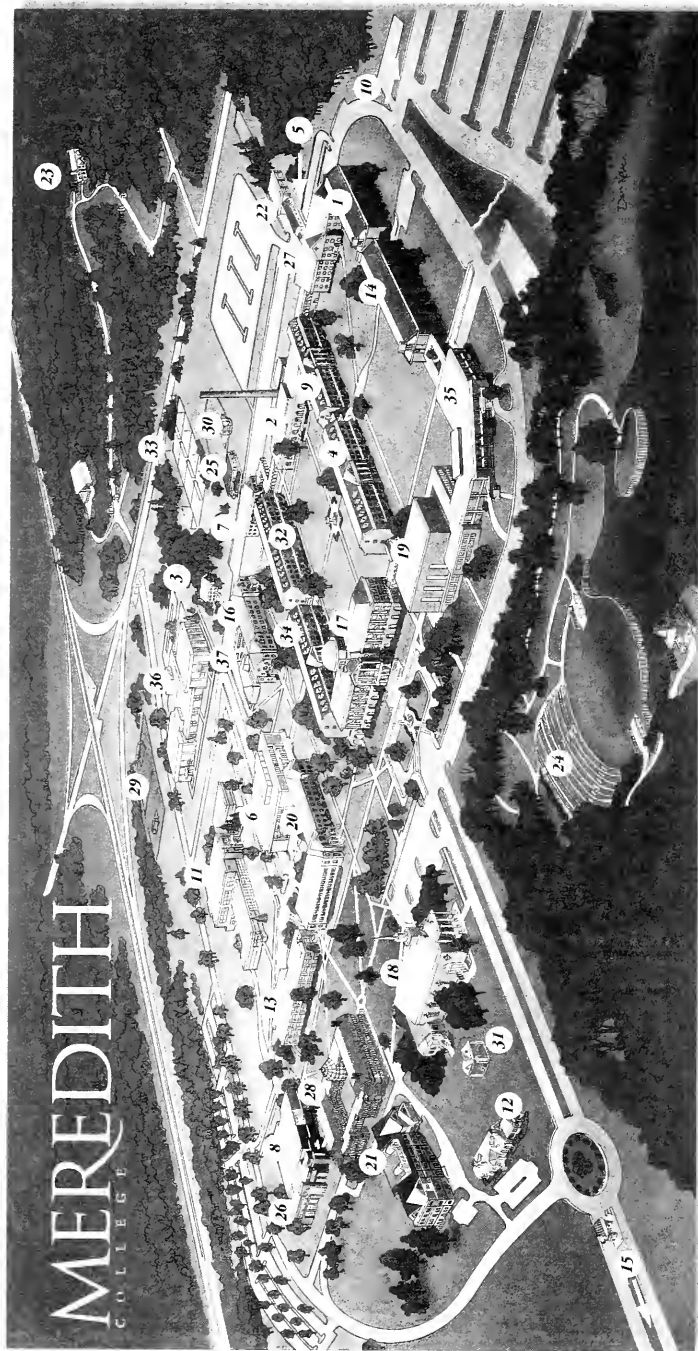
Legal Assistants Program	115
Enrichment Courses	201
Audit Courses	39
Leadership Programs	53

Music

Preparatory	635
Chorus/Chorale	109

Geographic Distribution of Students in Credit Courses:

Alabama	3
California	6
Colorado	1
Connecticut	2
Delaware	1
Florida	2
Georgia	8
Illinois	2
Kentucky	1
Maryland	9
Massachusetts	1
Michigan	2
Mississippi	1
Missouri	3
New Hampshire	1
New Jersey	4
New York	4
North Carolina	2,136
Ohio	2
Pennsylvania	6
Rhode Island	1
South Carolina	17
Tennessee	8
Texas	2
Vermont	1
Virginia	76
Washington	2
West Virginia	2
Foreign Countries (17)	24
Total	2,328



Campus Map

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Carlyle Campbell Library
7. Carrall Health Center
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Faircloth Residence Hall
10. **Faircloth Street Entrance**
11. Gaddy-Hannick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House
13. Harris Building (Mathematics, Computer Science, School of Business)
14. Hellman Residence Hall
15. **Hillsborough Street Entrance**
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium, Studio Theater, Learning Center)
20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ladford Hall (Psychology, Education, Sociology & Social Work)
22. Facilities Services
23. Massey House (President's Residence)
24. Melver Amphitheater & Meredith Lake
25. Noel House (Technology Services)
26. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
27. Poter Residence Hall
28. Science and Mathematics Building (complete in 2003)
29. Soccer Field, Driving Range
30. Softball Field
31. Spangler Gazebo and Garden
32. Stringfield Residence Hall
33. Tennis Courts
34. Vann Residence Hall
35. Wainwright Music Building (Carswell Concert Hall, Music, Communication & Theatre)
36. Watherspoon Physical Education-Dance Building, (gymnasium, dance studio, pool, Parker Fitness Center)
37. Yabrough Research Center



Meredith graduates celebrate their achievements at commencement each spring.

Index

A

Academic Calendar, 307
 Academic Planning and Advising, 59
 Academic Policies and Procedures, 57-75
 Academic Probation, 73
 Academic Programs, 87
 Academic Recognition, 70
 Academic Scholarships, 37
 Academic Support Services, 84
 Accounting, Major in, 104, 107, Courses 173-174
 Accreditation, 14-15
 Adjunct Faculty, 285
 Administration, Directory of, 295
 Admission, 17
 Administration, 28
 Condition of, 29
 Early, 20
 Early Decision Plan, 21
 Faculty, 28
 Freshman Traditional, 18-22
 International Students, 25-26
 Non-Degree, 27-29
 Part-time, 27
 Post-Baccalaureate, 28
 23+ Program, 23-25
 Re-admission, 26
 Staff, 28
 Summer Session, 28
 Transfer Traditional, 22-23
 Adult Students, 23-25
 Advanced Placement, 29, 62-66
 Advisers, Academic, 53, 59
 Alumnae Association Officers, 275
 American Association of Colleges, 15
 American Association of Colleges for Teacher Education, 15
 American Association of University Women, 15
 American Civilization, Major in, 144-145
 American Dietetic Association, 15
 American University, 79
 Angers, France, Semester/Year in, 78
 Art, Department of, 90-93, Courses 175-180
 Fees, 32
 Art Education, 94-95
 Art History, 94
 Art Scholarships, 38-39
 Art Program in Italy, 78
 Assistance, Financial, 35-45
 Astrotekton Society, 55

Athletics, Intercollegiate, 51
 Attendance, Class, 72
 Auditing Courses, 69
 Auditions, Music, 20
 Australia, Semester/Year Abroad in, 78

B

Bachelor of Arts Degree, 57
 Bachelor of Music Degree, 57, 158
 Bachelor of Social Work, 57, 168-170
 Bachelor of Science Degree, 57
 Baptist Female University, 273
 Bible School Transfers, 23
 Biological Diversity, concentration in, 100
 Biology and Health Sciences, Department of, 95-101,
 Courses, 180-185
 Board of Trustees, 274-275
 Business Administration, Major in, 105
 Business School of, 102-108
 Courses, 173-174, 186-189, 207-208
 Business School Transfers, 23

C

Calendar, Academic, 307
 Campus Directory, 274
 Campus Employment, 36
 Campus, Location of, 307
 Campus Map, 311
 Capstone Studies, 109, 189
 Career Center, 13, 53
 Career Preparation, 13
 Career Studies, 109, courses 200-201
 Carlyle Campbell Library, 84
 Catalogue, Choice of, 59
 Center for Women in the Arts, 84
 Chemistry, Physics and Geosciences, Department of, 109
 Courses, 194-196, 223, 252-253
 Child Development, 150, 190-192
 China, Study in, 78
 Chinese, courses, 196
 Civic Engagement, 12
 Classification, Student, 61
 Class Schedule, Changes in (Drop/Add), 61
 Clothing and Fashion Merchandising, 150, courses, 192-194
 College Directory, 274
 Commencement, 71
 Communication, Department of, 111-113, courses, 198-200
 Community Programs, 15

Commuter Students, 53
 Fees, 31
 Competitive Scholarships, 37-41
 Computer Information Systems, courses, 196-198
 Computer Science, courses, 201-202
 Computer Services (Technology Services), 85
 Condition of Admission, 29
 Continuing Education, 15
 Contract Majors, 55, 60
 Contractual Agreement, 34
 Cooperative Education, 69, 198
 Cooperating Raleigh Colleges, 13, 66-67
 Corequisites, 69
 Corporation Officers, 274
 Correspondence Credit, 68
 Correspondence Directory, 308-309
 Costs
 Commuter Students, 31
 Resident Students, 31
 Council on Social Work Education, 15
 Counseling, 53-54
 Academic Advising, 53, 59
 Career Planning, 53
 Developmental/Remedial courses, 70
 Disabilities Services, 54
 Freshman Seminar, 54
 Personal, 54
 Counseling Center, 54
 Course Load, 60-61
 Courses of Study, 173-271
 Credit
 Advanced Placement, 29, 62-66
 Cooperative Education, 69
 Correspondence, 68
 Evaluation of, 29
 Extra-Institutional, 29, 68
 Music, 69
 Old, 61
 Physical Education and Dance, 69
 Residence, 68
 Transfer, 61
 Visitation, 66
 Credit Options and Restrictions, 61-70
 Criminal Justice, 81, 171
 Cross-cultural Skills Minor, 83, 113
 Cultural Activities, 47-48

D

Dance and Theatre, Department of, 113-118, courses, 202-207, 269-271
 Dean's List, 70
 Degree Programs, 57-59
 Requirements, 57-59
 Deferred Payment Plan, 33
 Developmental Courses, 70
 Dietetic Internship, 82

Disabilities, 19
 Disability Services, 54, 85
 Diversity, 14
 Drew University, 79
 Drop/Add, 61

E

Early Admission, 20-21
 Early Decision Plan, 21
 Economics, Concentration in, 105
 Courses, 207-208
 Education, School of, 118-134
 Courses, 208-211
 Fees, 32
 Licensure, 122-125, 185-186
 Elementary Teacher Education Program, 123
 Employment, Campus, 36
 Endowed Scholarships and Loans, 41-44
 England, Study Abroad in, 77, 78
 English, Department of, 135-136
 Courses, 211-215
 Enrollment, 2002-2003, 310
 Environmental Science, concentration in, 100
 Environmental Studies, courses, 215
 ESL Students, 19, 25-26
 Exercise and Sports Sciences, 142, courses 215-217
 Expenses, 31-32
 Experiential Learning, 82, 89

F

Faculty
 Degrees of, 13
 Directory of, 276-295
 Adjunct, 285-292
 Emeriti, 292-295
 Full-time, 13
 Family and Consumer Sciences, major in, 151
 Courses, 217-218
 Fashion Merchandising, Clothing and, major in, 151,
 Courses, 192-194
 Fees, 31-32
 Payment of, 33
 Special, 32
 Financial Assistance, 35-45
 Application Procedure, 35
 Finances, 31-45
 Awards, 36-37
 Renewal, 36
 Students' Rights and Responsibilities, 37
 First Year Experience course, 54
 Foods and Nutrition, major in, 151
 Courses, 218-220
 Foreign Languages and Literatures, Department of, 136-138
 Courses, 220-224, 231-232, 264-266
 Former Students, Re-Admission of, 26

France, Study Abroad in, 77, 78
 French, major in, 137
 Courses, 220-222
 Freshman Classification, 61
 Freshman Seminar, 54

G

General Education Requirements, 87-89
 General Scholarships, 41
 Geography, minor in, 111
 Courses, 223
 German, minor in, 137
 Courses, 223-224
 Government, Student Association, 49-50, 55
 Grading System, 71-72
 Graduate Programs, 15
 Graduate School, The John E. Weems, 15
 Graduation, 70
 With Distinction, 70
 Graphic Design, 94
 Group Study, 67

H

Handbook, Student, 47
 Health Care, 53
 Health Center, 53
 Health, Exercise, and Sports Science, Department of, 138-143
 Courses, 215-217
 Health Record, 19
 Health Sciences, concentration in, 98
 History and Politics, Department of, 143-146
 Courses, 225-228, 253-256
 History of Meredith, 273
 Honorary Societies, 55
 Honors Curriculum, 80
 Honors Fellows Scholarships, 38
 Honors Program, 12, 80-81
 Honors, Student, 48
 Honor System, 49
 Hong Kong, Semester/Year Abroad in, 78
 Housing, 52
 Human Environmental Sciences, Department of, 146-153
 Courses, 190-194, 217-218, 218-220, 228-230

I

Independent Study, 67
 Individualized Study, Directed, 67
 Intercollegiate Athletics, 51
 Interdisciplinary Programs, 83
 Interdisciplinary Studies, 153, 230-231
 Interior Design, 151,
 Courses, 228-230
 Interior Design Scholarship, 39
 International Baccalaureate (IB) Credit, 63-64

International Business, Major in, 106-107
 International Students, 25
 International Studies, 145
 International Visitors, 27
 Interview, 20
 Ireland, Semester/Year Abroad in, 78
 Italy, Abroad in, 77, 78
 Art Program in, 78

J

Junior Classification, 61

K

Kappa Nu Sigma, 48, 55

L

Latin, 136
 Courses, 231-232
 Learning Center, 84
 Leave of Absence, 34, 74
 Location, Campus, 307
 London, Meredith Abroad in, 77-78

M

Madrid, Spain, Semester/Year in, 78
 Majors,
 Contract, 60
 List of, 58
 Requirements, 87-171 (see specific major)
 Map, Campus, 311
 Marymount Manhattan College, 79
 Master of Business Administration Degree, 15
 Master of Education Degree, 15
 Master of Health Administration, 15
 Master of Music Degree, 15
 Master of Science in Nutrition, 15
 Mathematics and Computer Science, Department of, 153-156
 Courses, 196-198, 200-202, 232-235
 Meredith Abroad, 77-78
 Middle Grades Teacher Education, 123-125
 Minors (see specific subject area)
 Music, Applied, Fees, 32
 Music Auditions, 20
 Music Credit, 69
 Music Scholarships, 39
 Music, Department of, 157-165
 Courses, 236-247

N

National Association of Schools of Music, 15
 National Council for Accreditation of Teacher Education (NCATE), 15

National Collegiate Athletic Association, 51
 Non-Degree Students, 27-29
 Nondiscriminatory Policy, 14
 NC Association of Colleges for Teacher Education, 15
 NC Contractual Scholarships, 41
 NC Department of Public Instruction, 15
 NC Legislative Tuition Grants, 33
 NC Teaching Fellow Awards, 12, 40-41
 Nursing School Transfers, 23

O

Off-Campus Programs, 79
 Officers, Alumnae Association, 275
 Officers, Board of Trustees, 274-275
 Officers, Corporation, 274
 Official Withdrawal, 34, 74
 Organizations, Student, 55
 Orientation, 47

P

Paralegal Program, 17, 82
 Paris, France, Meredith Fashion Abroad in, 77
 Part-time Students, 27
 Pass/Fail Policies, 72
 Payments
 Contractual Agreement, 33
 Deferred, 33
 Payment Schedules, 33
 Payment Terms, 33
 Personal Counseling, 54
 Philaretian Society, 55
 Physical Education and Dance Credit, 69
 Physical Education Fees, 32
 Planning, Academic, 59
 Politics and History Curriculum, 143-146
 Pre-Professional Preparation, 81
 Presidents of Meredith, 273
 President's Message, 9
 Probation, Academic, 73
 Professional and Continuing Education, 15
 Psychology, Department of, 165-166
 Courses, 256-258
 Publications, Student, 50
 Public Instruction, Department of, 15

Q

Quality Point Ratio, 73

R

Re-Admission of Former Students, 26
 Recommendations, for Admission, 19
 Recreation, 51
 Records, 75

Registration, 60-61
 Regulations, Credit, 61-70
 Regulations, Student, 49
 Religion and Philosophy, Department of, 167-68
 Religious Life, 50-51
 Repetition of Courses, 69
 Research, Undergraduate, 12, 77
 Residence Credit Requirements, 68
 Residence Hall Services, 31
 Responsibility, Student, 49
 Retention, 15

S

Satisfactory Progress, 73
 In Honors Program, 81
 Schedule, Changes in Class, 61
 Scholarships
 Academic, 37
 Competitive, 37
 Endowed, 41-44
 General, 41
 Presidential, 37
 Scholastic Assessment Test, 19
 Second Baccalaureate Degree, 58-59
 Secondary Teacher Education, 125-128
 Secondary School Record, 18
 Senior Classification, 61
 Senior Scholars Program, 27
 Silver Shield, 48
 Social Activities, 47
 Social Work, major in, 168-171
 Courses, 267-269
 Fees, 32
 Societies, 55
 Sociology and Social Work, Department of, 168-171
 Courses, 261-264, 267-269
 Sophomore Classification, 61
 Southern Association of Colleges and Schools, 15
 Spain, Meredith Abroad in, 77
 Spain, Semester/Year in Madrid, 78
 Spanish, major in, 137
 Courses, 266-268
 Special Fees, 32
 Special Studies, 67
 Special Subject Areas, Teacher Education, 129-134
 Sports, Intercollegiate, 51
 Student Government Association, 49, 55
 Student Handbook, 47
 Student Life, 47-55
 Commuter, 53
 Student Life Committee, 50
 Student Organizations, 50, 55
 Student Publications, 50
 Student Regulations, 49
 Student Responsibilities, 49
 Student Societies, 55

Studio Art, 92
 Study Abroad, 13, 77-78
 Summer Session, 28
 Summer Study, 67
 Suspension, 73
 Switzerland, Meredith Abroad in, 77

T

Teacher Education, 118-134
 Birth-Kindergarten, 122
 Elementary, 123
 Middle Grades, 123-124
 Secondary, 125-128
 Special Subject Areas, 129-134
 WorkForce Development, 128-129
 Teacher Licensure Renewal, 27
 Teaching Fellows
 NC Awards, 40-41
 Program, 12, 22, 81
 Technical School Transfers, 23
 Technology Services, 83
 Terms of Payment, 33
 Theatre, Major in, 117
 Courses, 269-271
 Transfer Admission, 22-23
 Transfer Credit, 61
 Transcripts, 75
 Trustees, 274-275
 Tuition, 31

U

Undergraduate Degree Programs for Women Age 23⁺, 23-25
 Undergraduate Research Program, 12, 77

V

Visitation Credit, 66
 Visiting Students, 27
 Visits to the Campus, 308

W

Washington Center, the, 79
 Weems, The John E. Graduate School, 15
 Withdrawals, 34, 74
 Women's Studies, 83, 171
 Worship Services, 50

NOTES

Lined area for notes.

NOTES

NOTES

Lined area for notes.

MEREDITH

COLLEGE

Office of Admissions
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
(919) 760-8581, or 1-800-MEREDITH
email: admissions@meredith.edu
www.meredith.edu

Non-Profit Org.
U.S. Postage
PAID
Raleigh, NC
Permit No. 369

135 A4 P4628

02/07/05 40120

501 F



